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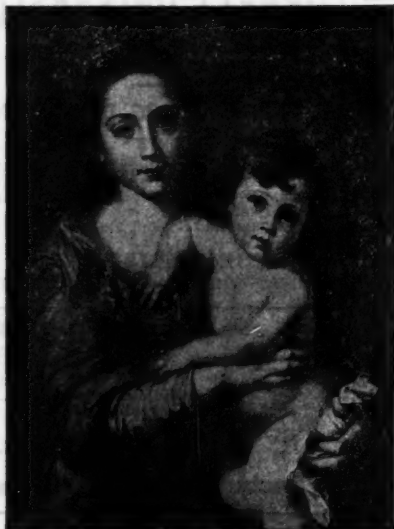
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# THE SCHOOL JOURNAL

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## Prevention of Stammering in Schools.

By DAVID GREENE, New York.

If all the statements of parents can be relied upon, many a stammering child acquired his defect after entering school, or the trouble became greatly aggravated during his school life. A little intelligent care on the part of the teacher bestowed upon a child when stammering begins will prevent the development of a defect which, if permitted to become habitual, may baffle the best efforts of the most skilful speech specialist. An able writer says on this subject:

Stammering is not generally of sudden onset, but it is of slow development, and begins during a period of great excitement. A child attempts to describe some little incident that may have happened during his play hour, and which seems to him of overwhelming importance. He is anxious to make his description as vivid as possible, and he thinks there is no time to lose. In his haste, various details of the incident become confused in his mind and he has difficulty in selecting the proper words and in enunciating them as rapidly as appears to him to be fitting to the occasion. His excitement, moreover, increases his heart's action and his breathing, and they become wholly inadequate to the requirements of normal speech. The result is a repetition of the initial sound or syllable of some word that may be uppermost in his mind. This is what is known as stuttering. It is a prodrome of stammering; and it is at this stage that the treatment should begin.

What not to do is quite as important as what to do, and therefore it may be well to begin with a few "don'ts." In the first place, don't scold the child. He is already in an excited condition, and scolding will merely add fuel to the flame. Don't make fun of him, or call his attention to his defect, or use the word stammering or stuttering in his presence, for all this will embarrass him and lead to a nervous dread of future trouble of a similar kind. Don't allow him to associate with stammerers, or even to hear another stammerer, for unconscious imitation is an important casual factor at this stage of the affliction.

If a child has already formed the habit of stammering when he enters school, he is more difficult to deal with, yet in many instances the difficulty will yield to such simple treatment as any teacher is able to give, because the exercises can be arranged so that the whole class will derive some benefit from them. In a large majority of cases, mismanagement of the breathing is the cause of stammering. A well-directed course of breathing exercises will almost invariably result in a permanent eradication of this disorder of speech.

There are three distinct modes of breathing: I. Diaphragmatic breathing; II. Costal breathing; III. Clavicular breathing. In the ordinary quiescent condition, the diaphragm performs most of the work in the act of respiration; but in speaking a more considerable quantity of air has to pass in and out of the lungs, and this can only be supplied thru the combined processes of diaphragmatic and costal breathing. The difficulty with most stammerers is that the whole work of supplying the lungs with air for purposes of phonation is thrown upon the diaphragm, and the result is a struggle for breath which often causes the stammerer to become blue and red in the face, to contort his limbs, etc. Generally it is quite sufficient to teach the child to take a correct costal inspiration before he begins to speak. The best way of doing this is as follows:

Let the palm of each hand be placed on the lower ribs of the corresponding side of the body, so that the ends

of the middle fingers meet in front. Now an attempt should be made to separate the hands as far as possible by expanding the lower ribs. The hands should be held loose so that they move with the ribs and are drawn backward and apart while the lower chest expands, and come together when the lower ribs return to their former position. The expansion of the ribs has to go on slowly and steadily, and all jerking must be carefully avoided. Care should be taken not to raise the shoulders or protrude the abdomen—all effort should be concentrated on the expansion of the lower ribs—there should be no other bodily movement of any kind. The least tendency to drawing in of air during the exercise should be carefully subdued—a correct inhalation must be inaudible. If the lower ribs expand the lungs will expand at the same time and the air will rush into them without any special effort to draw it in.

During the first attempt the hands may not become separated more than about half an inch, but after ample practice the child will become able to increase the distance considerably. When the ribs have been expanded as far as possible, they should not be depressed suddenly, but should be allowed to relax gradually, so that the hands come together very slowly. The exercise should be practiced with the lips slightly apart. In ordinary breathing for vital purposes, the mouth is closed and the air passes in and out thru the nose. During speaking we breathe with the mouth open, because in this way the lungs are filled more readily than when the air has to pass in thru the narrow nasal passages. Students often make the mistake of keeping the mouth wide open during this exercise. This should be avoided—it is quite sufficient if the lips are just separated. It need scarcely be said that the teacher must herself acquire perfect facility in this kind of breathing, so as to be able properly to instruct the pupil in it.

When the child has learned how to charge his lungs with air correctly, he must be taught how to retain his breath; the stammerer almost invariably wastes his whole supply of breath before he has fairly started to say a word. The following exercise will teach him how to husband his supply of breath, so that it may last him long enough to complete a sentence of moderate length before stopping to replenish the lungs. Let the lower ribs be expanded as previously described, and when the hands have by this means been separated as far as possible, the ribs should be retained in this position for five seconds. The pupil should time himself by counting silently from one to five. At the end of this interval the ribs should be allowed to relax gradually so that the hands will come together very slowly in the space of about ten seconds. During the five-seconds' pause, the pupil should neither inhale nor exhale, and every part of his body should be in a complete state of rest—there should not be the slightest twitching or moving of any muscle. When the pupil has acquired some practice in retaining the expansion of his ribs for five seconds, let him start at the end of the five seconds' pause to emit the sound which the letter A has in such words as *far*, *tar*, *hard*, etc., continuing it as long as it can be steadily maintained. He should not exert himself to keep up the sound to an extreme length, but stop before his breath is exhausted. It is well to let him place the end of his finger on his neck on the soft part immediately above the Adam's apple, so that he may feel the vibra-

tions of the vocal chords while he sounds the voice. His attention should also be called to the fact that in giving the broad Italian *ah*, as this sound of the letter *A* is called, the mouth is wide open and the tongue lies flat in its natural position of rest in the bed of the mouth. In order to enunciate a clear, distinct sound of *ah* or of any other vowel, the motion in the throat has to be started instantaneously and promptly. When the voice is commenced in a loose, slack way, much breath is wasted and a clear tone can hardly be produced.

The pupil should not sound the voice too loud nor too low, and he should not use too high nor too deep a tone—a strong middle tone is the best for ordinary practice. Above all things, he should avoid haste and excitement, but speak slowly and deliberately.

Observing all the rules that have been given in regard to *ah*, let him repeat the sound which *oo* has in *boot*, *foot*, etc., and the sound of long *e*, as in *be*, *he*, etc. By holding the end of his finger on his neck over the Adam's apple, he will observe that the vibratory motion in the throat is the same for *oo* and long *e* as it is for *ah*, but in giving the sound of *oo* the lips, instead of being held apart as in *ah*, their corners meet and their central edges approximate, leaving a small opening between them; in the sound of *e* the lips are spread and the middle part of the tongue is raised, so that there is only a narrow opening left between the middle of the tongue and the palate, while the point of the tongue rests against the inside of the lower teeth.

Next let the pupil expand his lower ribs, pause five seconds, and then pronounce the following words in a strong tone, prolonging considerably the initial sound of *ah*. It is self-understood that the expansion of the lower ribs and the five-seconds' pause have to be repeated before each word. The broken line after the letter *A* indicates that the sound of this letter has to be prolonged.

A.....rm, a.....rmchair, a.....rmful, a.....rmory, a.....rt, a.....rtificial, a.....rtery, a.....rch, a.....rchbishop, a.....rchduke, a.....rk, a.....rgument, a.....rbistrate, a.....rtic, a.....rchangel, a.....rdor, a.....rmor, a.....rticle, a.....rchway, a.....rduous.

Let the pupil expand his lower ribs, pause two seconds only and then repeat the following sentences, taking care to retain his lower ribs at an even elevation till he has completed his sentence. The words composing a phrase or a sentence should be spoken connectedly in one utterance without any pause between them; thus "Ark of the Covenant" has to be pronounced as if it were written, "Arkofthecovenant." The last sound of the first word has to be drawn over to and connected with the first sound of the second word. It is very important that this rule should be strictly observed by the stammerer, because usually it is the initial sound of the first word in a sentence that gives him trouble. If he gets over this, the rest of the sentence will come out easily. Now, pausing after a word in the middle of a phrase necessitates a new beginning and is apt to give rise to stammering.

A.....lms are given to the poor.  
A.....lmonds are the fruit of the almond tree.  
A.....rms are instruments of defense.  
A.....rmed hosts invaded the town.  
A.....rbritary power is the ruin of liberty.  
A.....rt is long and time is fleeting.  
A.....rgue not against heaven's hand, or will.  
A.....rm yourself with patience.

From now on the pupil should be required to cultivate the habit of taking a good costal inhalation and pause two seconds every time before beginning to speak in school or out of school, and retain his lower ribs at an even elevation to the end of each sentence.

There are certain calisthenic exercises which are well adapted to the development of the muscles of respiration, and they promote the particular kind of breathing

which is requisite for correct speech. They will be described in the following. Daily practice of these exercises will be specially beneficial to the child inclined to stammer, and will also prove very healthful to all the other children in the class.

I. Standing erect, with heels and knees together and toes apart, at an angle of about sixty degrees, raise arms, elbows straight, palms down, to shoulder, level at side; hold them in that position while counting silently to five, then drop them slowly. The upward movement of the arms helps to raise the ribs and expands the chest; it therefore promotes deep inhalation. Since inhaling for the purpose of replenishing the lungs during speaking has to be done quickly, it is best to practice raising the arms very quickly during this exercise. The downward motion of the arms causes lowering of the ribs and therefore promotes exhalation; hence this downward motion should be very slow and gradual, so that the breath may last till the sentence is completed. Let pupil speak some sentence of about six words while arms are descending. This exercise and all the following ones may be repeated six or eight times.

II. Standing position, as in last exercise. The arms, held stiff, are moved from the side of the body outwards till they are in a vertical position parallel to each other and close to the sides of the head; retain them in this position while you silently count seven, then return then slowly to the original position. Repeat some sentence while arms are slowly descending.

III. Assume standing position. While the hands rest firmly on the hips, with the thumbs behind and the fingers in front, the elbows are moved backwards as far as they will go, held there for seven seconds, and then returned to the original position. Speak sentence during forward movement of elbows.

IV. With fingers interlaced hold your hands on the back of your head, move elbows quickly backward, hold them in that position while you silently count eight, then move them slowly forward. Combine speaking with forward movement of arms.

V. The arms held stiff are swung round as far as possible and as near the sides of the head as possible. Pause ten seconds while arms are up in the vertical position, and while they slowly move downwards enounce your sentence.

VI. The arms are flexed at the elbows and held close to the sides. They are moved upwards and extended to the vertical.

That eminent diplomat and scholar, Mr. Wu-Ting-Fang, has, according to report, been offered the chair of Chinese literature at Columbia university. Minister Wu has made remarkable progress in his understanding of American life, as was shown in his comments at the football game he recently attended; and there is no doubt that, if he soon vacates his ambassadorship, he would have a strong drawing card for the new department at Columbia. On general principles we should suppose that an accomplished statesman would prefer to keep his head in a comfortable American professorship rather than to run the risk of losing it in his own much perturbed country.

A determined effort will be made during this session of Congress to reduce the representation from certain Southern states where it is evident that negroes do not have a chance to vote. The contention of those who favor the measure is that, under the terms of the Fourteenth Amendment, the representation from all states ought to be reduced where there has been a sufficient disfranchisement of male citizens to warrant it. The bill to be offered to Congress will probably provide for a reduction of sixteen members in all from the states of Florida, Alabama, Louisiana, Mississippi, North Carolina, and South Carolina.



## Geography in the Schools.

Report presented at the meeting of the New England Association of School Superintendents, Nov. 15, 1901, by Supt. HORACE S. TARBELL, Providence; Prin. F. F. Murdock, North Adams State Normal, and Supt. Louis P. Nash, Holyoke.

(Continued from THE SCHOOL JOURNAL, of November 30.)

### The Relations of Geography to Other Subjects.

In considering the relations and relational values of geography our limits impose the severest brevity. We have already treated under the heads, Is geography a science? and What are its limitations? of its dependence upon certain of the physical sciences. It remains to speak of its relationships to associate and dependent sciences and to the child himself.

As we have seen, the danger is that the teacher or the text-book maker may be tempted to introduce too much material from the allied sciences, such as is not needful for an understanding of geographical principles. Text-books have been loaded with a mass of detail from botany, physiography, ethnology, and other subjects; these are presented out of true geographic relation, and therefore it is impossible for the mind of the learner to assimilate them. Thus the subject is distorted, the emphasis is misplaced, the attention of the pupil is dissipated, and he is reduced to the mere memorizing and reciting of isolated facts. The teacher whose work is to be measured by the proficiency of his pupils in the study of such a book, soon finds that it is the easiest way to assign a lesson and hear a recitation; and he ceases to perform any valuable function as a teacher.

But if a knowledge of geography depends upon data that belong to other subjects, it is equally true that other subjects are dependent upon facts which are supplied by geography. The data of geography are taken up and used in geology and botany, in history and sociology and all the rest. geography appears therefore to occupy an intermedial position, having close relations with almost all the other studies of the schools.

The central idea of geography is the development of Man in his relations to the earth. It is always a question of growth. In like manner, we should think of the present status of the subject as a stage of growth. In criticising the faults of present content and methods, we need not ascribe them to original sin; it will be better to inquire how they have come into existence, and what is the next reasonable and better step.

A fundamental fact of life is orientation or the consciousness of directions. To the extent that this consciousness is impaired, we find ourselves disabled; if it were destroyed, all activity must cease. It is a primary step in geography to train the sense of direction, out from the individual, by successive steps, to the immediate environment, to all the earth, to the stars.

The student of geography must be able to read models, pictures, diagrams, and maps; and this power he gains best by making all these things from his own observation of objects. Drawing and manual training have most fruitful relations with geography, especially to be noted in those early years when sand-modeling is so valuable.

In measuring and estimating distances, in drawing and construction, there will be frequent use for geometry and arithmetic. The element of measurement comes in also, in almost all those larger aspects of geography which have to do with the institutions of mankind. Questions of trade, of supply and demand, depend upon the amounts of certain commodities that can be produced in different regions. The methods of supplying a demand also may bring in mathematical considerations; as the shortness of a Canadian route from Boston to Yokohama is a question of geometrical form. Arithmetic and geometry are in close relations with geography, while they gain a degree of interest from the fact that computation is not carried on for its own empty sake, but for a purpose that can be seen to be useful. In high schools, geometry is too commonly taught as a mere book-study, and it is oftentimes particularly disliked by the pupils. If it were

taught by practical application to the earth, at the same time cultivating the imagination and the power to deal with general truths, then eager interest would take the place of indifference.

Geography requires of the pupil that he shall be able to read intelligently, and in return it furnishes him with excellent material, adapted for all ages, on which to exercise his growing powers. The great phenomena of nature, the mountains, the oceans, the storms, these have given occasion for the production of great works of literature. Shakespeare might locate the "Winter's Tale," on the sea-coast of Bohemia, in the land of poets' fancy, but in general a knowledge of geography is essential to the understanding of works of literature. On the other hand, great literature contributes to the larger understanding of phenomena. The pupil who has seen the ocean and can tell all the ordinary facts about it, has yet a new and higher experience when he comes to read and feel the inspiration of Byron's *Apostrophe*, or when he can see and appreciate the ocean as painted by Turner. When the children's minds are open and prepared by the study of one of the world's impressive features, then is the time to approach, thru great imaginative literature, to the mystery, the divine meaning, of what has been studied. The teacher who stops with the formal school-lesson, with the map-questions and the topical outline, has failed in the very purpose for which schools and school-studies exist.

History is the record of the progress in freedom by which the individual realizes itself in the world. In early ages, man was subject to nature, suffering her inflictions, resisting or evading if he could, gradually learning to use her powers for his own benefit, ever slowly adding the means by which he can re-act upon his environment. He learned to use implements, fire, clothing, houses, means of travel, means of preserving and communicating knowledge, and soon. The list grows fast in later years, and now these means of power have so increased that man is no longer completely subject, but begins to modify the direction of forces, for his own benefit. Man is becoming the master of nature, and proceeds to change the face of the earth. This is the great ascending thesis of history. From this point of view, history becomes an organized subject, fit to educate the mind, and leading forward to a higher future. Almost all the external facts of this great ascent are geographical facts. The inclemencies of seasons, the migrations of tribes, the peculiar climatic conditions that first encouraged agriculture and the domestication of animals or rendered the building of houses imperative, these and like phenomena are all data of geography. A human body itself is physically a portion of the crust of the earth. The teaching of history is interwoven at every step with geography, and to separate them would leave history an empty shell, devoid of life and hope.

Thus geography demonstrates its right to stand as a study in the curriculum, a means which may well be used for the culture of human minds, by showing that it has vital relations with all sciences, with the imaginative arts, with the whole of life. The subject may be defined as a science and strictly limited to its component elements, but when the teacher begins to apply this science in the school-room, he must bring it into relations with the lives of children; he must reduce it to pedagogic form; and he will introduce related thought from many other sciences. The rapid increase in area of the city of Buffalo is a geographical fact; its explanation depends upon matters of physics, of sociology, and other sciences. The proposition to dig a canal for ocean steamers to Chicago is now an engineering proposition; when completed, it would be a geographical fact; its



discussion includes the question of competition in the grain-market from Austria, Siberia, Chile, India, and the introduction of machinery and steam-transportation among new peoples. Questions of sociology, of ethnology, of politics, all have a bearing. A great geographical question like the Panama Canal, has relations that are world-wide. However, we can hardly introduce the whole world of related facts into the geography-class in a grammar-school; there are limits; and the question is as to where these limits should be. The answer is found in the nature of the child himself; in the relation of the subject to the child and his interests. It is the wisdom of the teacher, in selecting and presenting geographical facts in their true relations, and in conforming his presentation of the subject to the interests and activities of the pupil, that brings about the education of the child.

Little children are extremely active, and they are interested in activity. They like to see things go; the brook, the butterfly, the bird, or anything that moves, is eagerly watched and followed; in literature, it is lively rhythm that catches the ear. Moving objects should come first, then forms of land and water may be studied later. Little children like to be doing things and making things; but the world is yet so large and their knowledge so small that they have not time to work long at any one thing. Brush-work, sand-moulding, any work which may soon be finished, so that the eager little worker may turn to something else,—this is the kind of thing for lowest grades. There is danger that primary teachers will demand work which calls for attention and will-power too long protracted.

Geography is not separated from nature study with these young children; it brings to them the beautiful aspect of unfolding life. The little child does not want to confine his attention to a prescribed subject; his mind leaps from one object to another. We ought to allow him to seize ideas in his own rapid, un-self-conscious, or sub-conscious way. In this nature study, he is making a beginning in many thoughts that will count for his growth all the way along. It is an office of education to help the child to pass rapidly thru the experiences of the race; thus he becomes the "Heir of all the ages." He first observes and then sets about to produce something. The immediate, forceful expression of his idea is an instinctive craving, and it should meet with better recognition than is now the case in our schools. Modes of expression in school are too few and narrow. We have too much writing in lower grades; we have far too little of work with brushes, with clay and sand and paper and other materials for the making of objects. The little clay models, or dams in the rill, or attempts at gardening, are a beginning, in such tiny ways as the child can yet compass, of that mastery over nature which belongs to the race, and which he will comprehend by-and-by, if he can have experience of it.

The child's first impulse toward living things is to catch them. After some examination, he commonly wants to tear them; not in the spirit of destruction, but of experiment or of self-expression. When he has learned not to tear to pieces the flower, the butterfly, but to love to see it alive, he is making a beginning in this matter also, on a plane that may be important for the world. Reckless destruction has marked our progress. Coal beds are being exhausted, forests are disappearing, it is said that sixty-five species of animals have been exterminated by men, and no one knows how many of the tribes of mankind have been blotted out. If a generation can be trained rather to preserve than destroy, then an enormous amount of destructive mischief may be prevented—and this is a geographical consideration.

At about seven years of age a child's mind changes; his interests become deeper and more steady. It is time for him to develop, out of the condition of merely spontaneous attention, and to become in his own degree a self-directing citizen. He begins to learn the power of duty; it is well to set him a task, and require that it shall be done. Pupils of seven, eight, nine years of age

like to read about children in far-away lands. They like to compare ideas, to compare home conditions with those about which they read. They reason acutely enough, the resemblance and difference are managed better than cause and effect. Now is the time to gather the body of ideas which will later constitute the science of geography. Objective study comes first, then the getting of similar ideas about places and things that are out of reach. There must be close association of ideas, from the little fact that is close at hand, outward to the most distant. Dissociated ideas have but little value. Groups of ordered facts make up a body of knowledge.

As the child advances in this work of accumulating a stock of ideas, the relation of cause and effect becomes more and more prominent. Geography especially lends itself to this form of thought, since it presents an advancing series of causes, which may be objectively studied. A certain slope sends a river flowing in a particular direction. This with other causes forms and distributes a layer of soil. Wheat grows there. Railroads and elevators are built, and a city grows up at the most convenient shipping point. The chain of causes is obvious, and complete. The mind moves forward with every lesson, from the fact itself, to its relations to other phenomena, its service to other activities, its usefulness to men and to human society at large.

(To be Continued.)

## Place of Memory in Geography Study.\*

By PRIN. J. E. MCDADE, Fallon School, Philadelphia.

In attempting to set forth some ideas on the teaching of geography, I take it that my province is simply to open the question for discussion, and act as gracefully as may be the part of target at the tournament. In a brief treatment of the subject it has seemed to me that it would be conducive to clearness to confine myself to one aspect rather than to attempt any comprehensive view. The remarks that follow will deal in some degree with the memory-process in its relation to geography study; not that I believe this line of argument the most cogent in favor of the views to be advocated, but because this may be a less usual way of approaching this subject, and so in greater measure provocative of discussion.

If, then, putting aside other aspects of the case, we regard it as a desirable thing that a pupil in the course of his geography study should gain a knowledge of a certain mass of facts and laws, it only remains to outline the system by which these may be most readily acquired and tenaciously retained. The most obvious method would seem to be the serial arrangement. You can arrange in a row all the facts you want your pupil to master; print them neatly and put in a few vivid maps and attractive half-tones. Then divide the text into as many parts as there are school days in a year, and require the young victim to take in daily his assigned quantity, as the Squeers patients absorbed their treacle, and you can metaphorically rap him on the head with a spoon if there should appear danger of strangling. This ancient system still has myriads of devotees who faithfully if not professedly practice its precepts, and advocates, too, are not wanting, tho they would perhaps consider this statement of their methods unfair. Then, the flood-gates of rhetoric having been thrown open, we should find ourselves in a torrent of glorifications of the good old discipline and drill and hard work, which produced so many distinguished men. This straw has been often threshed over and it is sufficient to admit in passing that any system of teaching which eliminates the factor of intense effort on the part of the pupil is so far defective. But hard work may be done under various conditions, and while the young unfortunates who reluctantly stepped forward to be treacled,

\* Paper read before the Horace Mann Club, Chicago, October 19, 1901.

certainly got discipline and would undoubtedly have testified that the whole performance was decidedly hard work, yet we may not unreasonably be skeptical, as was Dickens, as to the educative tendency of such a course of treatment.

But it is rather to the psychological phase of this system that I would call attention. Regarding it merely as a system of memorizing, the linear or textual method is weak. In remembering things, we are, by the constitution of our minds, absolutely chained to association of ideas. We cannot remember a thing by itself, but only by associating it with something else. A calls up B and B calls up C. If your ideas are committed as you get them in the text, B cannot be called up unless A is aroused first. In the mind of a child so taught, it may be that before he will or can think "Paris," there must come the words, "Capital of France," because of the poverty of associations due to the text method. The idea which should be rich in associations, has been aroused in but one way, and as the chances are that in later experience it will rarely be aroused in just that way, it soon disappears and is forgotten. Trite as this sounds in the telling, there is no commoner fault in teaching than the single association blunder.

A more rational method seems to be to present first to the child that which is logically antecedent, and to commence with the fundamental principles of the subject, giving the mental associations the additional force and sanction of real, causal relations. Yet even this, like so many another line of action, is practiced more than it is defended. Those who follow this course forget that logical relations are things of the mind. Animals must come before zoölogy, and planets and stars before astronomy. Apparent chaos in the mind must precede recognition of law. Things to be explained should lead to explanations.

A giant-minded geographer of later days, standing on the shoulders of his predecessors, sees the immense importance of continental relief as a factor in geography. This late generalization, based on innumerable and enormously complex inter-relations of physical and organic forces, we may take as a beginning point for the child entering on the study of geography. With a merciless hand we sweep aside everything that he cares for,—his toys and amusements, his home and school, his whole environment, teeming with life, and glowing with interest; we require him to discard all this mental furniture as useless; when we have thus darkened the theater of our operations, we raise the curtain for his first view of the great world of geography and show him suggestively enough, the skeleton of a continent. We dwell on elevation, drainage, and slope, and hope that having given the pupil an image of the physical structure, we may later fill in the picture by adding all the complexities of life in its relations. Not to mention the fact that he has not the raw material out of which to build images of these structures, it may be asserted that the average city child has no more interest in these when he first undertakes the study of geography than he would have in a description of the processes on the thigh bone of an Ichthyosaurus. It is inconceivable how the relief geography of South America can have any more interest to a beginning pupil or mean any more to him than the bumps on a remote planet. It may be laid down as a rule of general application, that a fact of physical geography beyond the pupil's immediate experience should not be introduced which does not bear directly on some question of prior interest to him. No matter how logical it may be to begin in the way just described, it is not psychological to do so.

We may now consider the alternative method that takes account of interest; the dynamic factor in making associations, and holds that logical order must be subordinated to the order which depends on the laws governing the evolution of the mind, which are wrought in the nervous system. The result we wish to attain is to bring the pupils' mind into such relations with things

about him that in whatever situations the future may place him, appropriate thoughts will follow, that is, our problem is the association of proper ideas with the ideas given by environment. The stated in a mechanical way, this covers the whole ground of education. The only way to get appropriate thoughts to follow the stimulus of environment is to make such associations a habit. The child who is interpreting things about him and acting accordingly is making useful grooves in his nervous system for future currents to flow in.

This is the explanation of the process which takes place in those master minds which find "sermons in stones." How different a Humboldt's current of thought from ours in the presence of an ordinary geographical phenomenon! His mind connects with that concrete manifestation of nature the very facts which nature associated with it in producing it, because such associations have become habitual to him. His mind is molded to natural phenomena. Common everyday things must occupy our minds a great part of our lives; if wider notions and greater thoughts are to come, and are to be of practical use when they do come, they must be associated with the things of our daily experience. If the pupil is not reminded of his geography by his daily experiences, the study has not done for him the very thing it should do. Sermons in stones are for him only who associates sermons and stones. If we are accustomed to take our sermons as an entirely separate item on our intellectual bill of fare, we may expect the ever-present stones to ruin our mental digestion. Every great thing worthy of our attention bears a relation to us and shows in our environment. As the poet Whittier has beautifully expressed it:

And thus it is my fancy blends  
The near at hand and far and rare;  
And while the same horizon bends  
Above the silver-sprinkled hair  
Which flashed the light of morning skies  
On childhood's wonder-lifted eyes,  
Within its round of sea and sky and field,  
Earth wheels with all her zones, the Kosmos stands  
revealed.

Nature has decreed that the animal which fails to adjust itself to its immediate environment must perish. The child is no exception and has the inborn tendency to perfect the adjustment; hence his interest in his surroundings. This adaptation to environment comprises all of education. In the earlier stages, the environment includes these phenomena which are the objects of immediate experience, but as the mental horizon widens it comes to include things more remote. Here an insight into deeper relations, and the "put-yourself-in-his-place" power of sympathy enable the child to widen his field to the whole world as related to human life. The line of progress must always be from the nearer and simpler to the more distant and complex. Interest at each stage must spread from the earlier to the later acquisition, and the remote must be conceived in terms of the immediate. Nothing must be isolated. If China forms a little system of knowledge by itself in geographical study, our pupil will rarely think of it and it will fade from his mind; but if it has been vividly connected with the laundry across the street, with silk and the silk-worm, with the tea he drinks and the fire-cracker he burns his fingers with, he is likely to be reminded of it repeatedly and so more apt to remember it, not to mention the advantage gained from interest in the original study. The memory aspect of the matter is by no means the only one worthy of attention, but this view suffices to emphasize the idea that the pupil should knit school and home knowledge into one system. If he does not, his work-a-day consciousness, dealing with the immediate things of daily life, will supplant his school consciousness, which will fade away from lack of exercise.

Our experience certainly is that the average product of the schools has forgotten his geography if he ever knew it, and the explanation of the lapse seems to be



found in this fact that he never learned it in its relation to himself. If this be true the geography teacher should find out what the children's interests and knowledge are and should attempt to make these factors fundamental in the work.

It follows that the place for the beginning is not a fixed point. The country child comes to school with an experience and system of interests very different from those of his city cousin. One brings his varied knowledge of the outdoor world; in the mind of the other social and industrial ideas predominate. The development of each must begin where we find him. The geography we teach must organize the new with the old and preserve the unity of experience. Looking at the subject again from the standpoint of memory merely, it may be stated that, no matter how intensely the mind grasps any object disconnectedly, it is forgotten. If we want a child to remember a thing, we must get him to associate it not only with familiar things, but with many things. As James has put it, "The secret of a good memory is the secret of forming multiple associations with every fact we care to retain. Each of its associates becomes a hook to which it hangs, a means to fish it up by when sunk beneath the surface." Our own experience confirms this. Those things we memorized so thoroly, all by themselves, and have never had occasion to think of afterwards, are forgotten; but that unimportant little incident which formed an extensive little system of associates, has been dragged into mind a hundred times since, and we shall never forget it.

In this line of thought, too, we may see something of the perspective of geography study. In drawing a picture we make the man in the foreground as tall as the mountain in the distance. A similar rule might obtain in the study of the earth. We should teach much more of Illinois than of Africa, and give to each subject a share of attention proportionate to the intimacy of its relation to the learner. Similarly, all that has been said points to human interest as an important factor in forming systems of association.

I may close with some remarks of Ruskin that are apposite to this phase of the subject. He gives a masterly description of a scene in the Jura mountains, near the old historic castle of Joux, whose walls had confined so many apostles of freedom and witnessed the death of L'Ouverture, the great Haytian liberator. "I came out presently on the edge of the ravine; the solemn murmur of its waters rose suddenly from beneath, mixed with the singing of the thrushes among the pine boughs; and on the opposite side of the valley, walled all along as it was by grey cliffs of limestone, there was a hawk sailing slowly off their brow, touching them nearly with his wings, and with the shadow of the pines flickering upon his plumage from above; but with a fall of a hundred fathoms under his breast, and the curling pools of the green river gliding and glittering dizzily beneath him, their foam globes moving with him as he flew. It would be difficult to conceive a scene less dependent on any other interest than that of its own secluded and serious beauty; but the writer well remembers the sudden blankness and chill that were cast upon him when he endeavored, in order more strictly to arrive at the sources of its impressiveness, to imagine it, for a moment, a scene in some aboriginal forest of the new continent. The flowers in an instant lost their light, the river its music; the hills became oppressively desolate; a heaviness in the boughs of the darkened forest showed how much of their former power had been dependent on a life that was not theirs, how much of the glory of the imperishable, or continually renewed, creation is reflected from things more precious in their memories than it is in its renewing. Those ever-springing flowers and ever-flowing streams had been dyed by the deep colors of human endurance, valor, and virtue; and the crests of the sable hills that rose against the evening sky received a deeper worship because their far shadows fell eastward over the iron wall of Joux and the four-square keep of Granson."

## Notes of New Books.

### Books for Teachers.

*The Education of Teachers*, by W. H. Payne. No man is better qualified, by virtue of long and eminently successful experience as an educator of teachers, to write helpfully on this subject than is Ex-Chancellor Payne, of the University of Nashville. This book does not disappoint one's expectations. It is not a formal treatise, but is composed of ten essays, or, probably, originally addresses, each complete in itself, all bearing on teaching, but not all directly on the education of teachers. These essays themselves illustrate almost perfectly the author's ideas of teaching and of educating teachers. They are worthy of study, not only for the excellent ideas which they present but as pedagogical masterpieces themselves. Of the many quotable passages, a few will serve to indicate the author's position and to suggest his lines of thought. Professional teaching must rest on sound and broad scholarship. "Scholarship includes spirit as well as matter, an attitude of mind and disposition of soul, as well as the knowledge communicated in class-rooms." "In a school devoted to the education of teachers there must be a prevalent spirit provocative of high moral aims, devotion to duty and love of the scholarly profession." This spirit should proceed from every instructor and be the "vital breath of every learner." Teachers are to be educated in the science, not "trained" in the arts, the technique, methods and devices of teaching. "In his professional school the teacher should learn a science, out of which, on the occasion of experience, he should construct his art. The texture and character of this art will depend upon the net personality of the teacher, on the quality of the science he has learned, on the character and disposition of his pupils, and even on the environment of his school; so that there will be as many arts of teaching as there are teachers, even as many as there are pupils."

Normal schools fall utterly to meet the need of the higher teaching service, or the true teaching profession. "They do not create scholars, and they do not give their students what I have just called *science*." But "whatever faults affect their work are due to existing conditions that cannot be materially changed."

"At least the half, and perhaps the better half, of education consists in the formation of right feelings.—He who teaches us to look out upon the world thru eyes of affection, sympathy, charity, and good will, has done more for us and for society than he who may have taught us the seven liberal arts."

"No risk is incurred in declaring that in the high and legitimate sense of the term the college and the university of the future will be of the normal type; that is, their avowed purpose will be to educate men and women, not to be mainly useful to themselves and their families by the gathering of wealth and renown, but to become living factors in the education of the race. Education is becoming more and more an ethnic problem; the conception is growing that the supreme end of living in this world is the perfection of the race; that in an active and real sense all men and women must become educators, and that the main and particular purpose of the higher institutions of learning is to prepare students for the work of elevating and perfecting the race."

The isolation of pupil from teacher is the radical vice in school administration. The remedy is first, to "descend somewhat from the heights of our assumed superiority, and to regard our pupils more as our equals in point of social position, moral worth, general intelligence and honesty of purpose." Another grave fault: "The assumption that college administration should illustrate the law of the survival of the fittest." "The worth of a school is determined, not by the few who survive the rigors of its discipline, but by the many who are made to thrive on its nurture."

This very readable book cannot fail to interest and instruct any intelligent and broad-minded person, whether he be engaged in the work of education or not. (B. F. Johnson Publishing Company, Richmond. Pp. 272.) F. E. S.

*The Child: A Study in the Evolution of Man* By Alexander Francis Chamberlain, M.A., Ph.D. "This volume, which is neither a treatise on embryology, nor an essay in anatomy or physiological psychology, is intended as a study of the child in the light of the literature of evolution, an attempt to record, and, if possible, interpret some of the most interesting and important phenomena of human beginnings in the individual and in the race." The book is packed full of fact, theory, and hypothesis, carefully digested and summarized from all the rich and extensive literature on the subject, which, in recent years, has been growing very rapidly as a result of observa-



tion, experiment, and thought, carried on in many different lines of scientific research. The author has grouped his material about the following topics: The Meaning of the Helplessness of Infancy; The Meaning of Youth and Play; The Resemblances of the Young; The Periods of Childhood; The Language of Childhood; The Arts of Childhood; The Child and the Savage; The Child as Revealer of the Past; The Child and the Criminal; and The Child and Woman.

This book represents the result of an immense amount of discriminative reading by one who is a master in the art of discovering, extracting, condensing, and organizing all available material bearing on any subject which he investigates.

Of great value in itself, this work will doubtless prove of even more value as a book of reference in which one may quickly find the authorities and the available material relating to any phase of this broad subject. The bibliography of nearly seven hundred titles is alone worth many times the cost of the book. No student of children, no psychologist, no teacher, no intelligent parent ought to be without this work. (Vol. XXXIX. of the Contemporary Science Series. Charles Scribner's Sons, New York. Pages, VIII, 498. Price, \$1.50.)

*Phelps' Mamma and the Teacher*, is one of a series of short stories of school life by Dan V. Stephens, author of "Silas Cobb." It is issued as a supplement to the *County Superintendent Monthly*, and is published by Hammond Brothers & Stephens, Fremont, Neb.

*Dickens as an Educator*, by James L. Hughes. Few who have read Dickens the novelist will be prepared to accept at once the proposition that he was "England's greatest educational reformer." Yet it is nothing short of this that Mr. Hughes boldly attempts to prove in this highly interesting volume; and he succeeds in his purpose. He proves not only that the widely read stories of Dickens aroused the consciences and so prepared the hearts and minds of the readers for definite educational reforms, but that Dickens wrote largely and deliberately with this end in view.

"Dickens was the most profound exponent of the kindergarten and the most comprehensive student of childhood that England has yet produced." "Froebel revealed the true philosophy, Dickens gave it wings; Froebel gave the thought, Dickens made the thought clear and strong by arousing energetic feeling in harmony with it."

Mr. Hughes treats in successive chapters, using abundant illustrative excerpts from Nicholas Nickleby, Hard Times, David Copperfield, Barnaby Rudge, Bleak House, Martin Chuzzlewit, Dombey and Son, and Great Expectations, the most important educational principles advocated by Dickens. Some of the chapters are given these titles: The Overthrow of Coercion, The Doctrine of Child Depravity, Cramming, Free Childhood, Individuality, The Culture of the Imagination, Sympathy with Childhood, Child Study and Child Nature, Bad Training, Good Training, Community, Nutrition as a Factor in Education. On all these subjects Dickens's thought and feeling was not a whit behind the best thought and feeling on these same subjects to-day. And his concrete treatment of these great principles, both in their observance and in their violation, was a hundred-fold more effective than any formal treatise could have been. "Millions have read his books, whereas but hundreds would have read them if he had written his ideals in the form of direct, systematic exposition. He is certainly not less an educator because his books have been widely read."

Mr. Hughes has given us an eminently readable book, which will doubtless cause many to re-read their Dickens with a new purpose and with increased interest. (Vol. XLIX. of the International Education Series. D. Appleton & Company, New York. Pp. XI, 319. Price, \$1.50.) F. E. S.

An excellent book for the manual training teacher is *Bamboo Work*, edited by Paul N. Hasluck, the well known editor of *Work*. The bamboo cane has very great possibilities in the making of furniture and other household fittings, and this manual tells in a concise way how to make about two hundred different articles. It would seem that a boy of constructive turn of mind might perform a great many of these exercises with good results. The book proves conclusively that the uses to which bamboo can be put are almost unlimited in number. (Cassell & Company, New York and London.)

*An Elementary Course in Woodwork*, by George Alexander Ross, instructor in woodwork and pattern-making at the Lewis Institute, Chicago, is a manual for the practical assistance of manual training teachers and students in secondary schools. It is divided into two parts, the first being devoted to bench work, the second to wood turning. All the ordinary problems of carpentry are met with in this little book. The chapter on the care of saws and other tools is one of great value. (A. Flanagan Company, Chicago.)

The *Deaf-Blind*, a monograph by William Wade, printed for private circulation, gives a vast amount of valuable information for the benefit of those who are specially interested in the education of those bereft of one or more senses. The classic cases like those of Helen Keller, Laura Bridgman, and Edith M. Thomas, are given in detail, together with a great number of other less well known cases. The book is handsomely illustrated with photographs. (Hecker Bros., Indianapolis, Ind.)

## Text-Books.

*Elementary Geometry, Plane and Solid*, by Thomas F. Holgate, professor of mathematics in Northwestern University. Authors of text-books in geometry are making an effort to vary the established order of things by presenting theorems in a new order. Professor Holgate puts his pupils to work at once on constructions before any theorems are given to be learned. To construct an equilateral triangle, an isosceles triangle, and a scalene triangle are followed by theorems as to equality of triangles. The author tries throat to build upon what the pupil knows. He uses the word circle in the sense of circumference, as it is used in practical life. He assumes that the perimeter of a regular polygon inscribed in a circle approaches a limit as the number of sides is indefinitely increased. The appendix contains a short chapter on plane trigonometry. (The Macmillan Company, New York. Price, \$1.10.) E. W. T.

*First Steps in Geometry*, by Wentworth and Hill. Teachers who have struggled to teach plane geometry to pupils with vague ideas of the meaning of lines, angles, and figures, and consequently with no skill in drawing them, will welcome this book. It is more logical than the usual intentional geometry. It contains admirable exercises and constructions as well as a few of the most important theorems. It gives pupils an excellent foundation for further study. (Ginn & Company, Boston.)

*Elements of Plane Geometry*, by Alan Sanders, of the Hughes High School, Cincinnati. A text-book in plane geometry must lay some claim to originality in order to attract attention in the already crowded market. Mr. Sanders has done this for his book in the order of theorems. The first two propositions deal with equality of triangles. A number of ingenious exercises hinge upon these follow. The theorem as to a perpendicular bisector follows and then the pupil begins upon constructions. Thruout the book the most obvious steps of the proofs are omitted, forcing the pupil to reason for himself. (American Book Company, New York. Price, 75 cents.)

E. W. T.

*Original Investigation, or How to Attack an Exercise in Geometry*, with many model solutions and a complete discussion of the principles underlying the same, by Elisha S. Loomis, Ph. D., head of the mathematical department of the West high school, Cleveland, O. Modern geometry places the power to use geometric methods in new investigations above the formal demonstration of set propositions. These investigations follow two lines, carrying forward the deductions to new results, and solving problems involving their applications. Many teachers find difficulty in securing these results because their own training was defective. They have never mastered the principles involved in such work of investigation. Dr. Loomis has prepared this little manual of sixty-three pages to supply the deficiency. He shows the various steps which such investigations involve, both in demonstrations and problems, and illustrates these by well selected examples. He shows the proper steps of analytic and synthetic work and gives a considerable number of very complex problems, with good demonstrations. Such a training as this little book involves, mastered, is a most excellent preparation for the teacher of mathematics, and it is fine discipline for the university student. (Ginn & Company, Boston.)

*College Algebra*, by James Harrington Boyd, Ph. D., the University of Chicago. Algebra is the basis of all general mathematics and so requires much drill. This book is written for the use of college students who usually have half a year to devote to the subject. The various topics are clearly treated and illustrated by a very large number of problems, many of which require the keenest ability for their solution. The discussion of the binomial formula is unusually clear, and the solving of quadratics by factoring is given desirable prominence. One of the most pleasing features is the development of practical applications of quadratic equations to geometrical surfaces thru the Pythagorean proposition. Undetermined coefficients, by the principle of series, is well developed. The mastery of all contained in this volume will secure excellent training in pure reasoning. (Scott, Foresman & Company, Chicago.)

# The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING DECEMBER 14, 1901.

It is a mistake to suppose that the public school must be irreligious because religion is not taught in it. Dr. Van Dyke in the prayer prefaced to a volume he has lately sent out says: "Make me respect my material so much that I dare not slight my work. Give me an ideal that will stand the strain of weaving into human stuff on the loom of the real. Steady me to do my full stint of work as best I can."

This is looking at life religiously. There is much misconception about religion. Teaching is essentially a religious act—it is doing good, it is an effort to benefit another. In fact, the school is the place for a religious person—and no other.

Pres. Arthur T. Hadley, of Yale university, was as a boy a great disappointment to his parents. He was eccentric and peculiar, and apparently quite without promise. A guest at the recent Yale bicentennial told the following story:

"When Hadley was ten years old his mother took him to New York, where she met one of her girlhood friends, then also engrossed with family cares. To her Mrs. Hadley rehearsed her troubles, dwelling particularly on the one uppermost in her mind—Arthur T. When she concluded her friend tried to console her by saying, 'Well, bear up and never mind, dear; my son is just as bad.' I wonder what the friend would say if she could have seen Hadley conferring the degree of LL.D. on Theodore Roosevelt, president of the United States."

A listener to the story remarked, "Perhaps Roosevelt was the other son."

The Chicago Teachers' Federation is doing great pioneer work for the teachers of the country. At its meeting of December 14, the subject for discussion will be "Salaries for Teachers."

Never in the world's history were such magnificent gifts devoted to education as those of Mrs. Jane L. Stanford and Mr. Andrew Carnegie reported in the newspapers last week. Mrs. Stanford bestowed upon Leland Stanford Jr. university property valued at thirty million dollars, and Mr. Carnegie offered ten million dollars for the inauguration of a unique plan for university work at Washington. As long as it is the ambition of persons possessed of enormous wealth to perpetuate their names by immense benefactions devoted to the advancement of the cause of education, no one need find fault with them. The day of useless monuments is fast waning.

There is much groaning in the Boston school-reform ranks at the outcome of last Tuesday's municipal election and yet, on the whole, the result appears encouraging. The most sanguine Democratic prophet could not have believed that Gen. Patrick A. Collins would be elected with such an enormous majority. Naturally, his election helped along a number of candidates for the school board who, under ordinary circumstances, would probably have failed. What Boston needs is an energetic and persistent move for the establishment of some such plan of school community organization as has been described in these pages. Not until this is done can the friends of the schools hope to awaken and keep alive a healthy solicitude for the control of the public educational interests of the city.

Hard cider time is evidently on. Comets have been seen at various times and in various places lately. Visions of disturbances in nature's workshop seem to be no longer monopolized by the dog days.

Superintendent Kendall, of Indianapolis, has ordered

the reading of President Roosevelt's message by the students of the eighth grade and of the high schools. The document, it is maintained, affords an excellent study in civics, English, and current history. Among the details to be emphasized according to these instructions are the references to President McKinley, the restriction of immigration, our new possessions, the Isthmian canal, the Chinese question, and the Pan-American congress. Particular request is made of all teachers to refrain from making any comment from a partisan standpoint.

The suggestion was recently made by Miss Laura D. Gill, dean of Barnard college, that between her junior and sophomore years a girl should spend a year at home. The purpose of this gap in her college work would be to round off her social life in keeping with her family's circumstances and traditions. Adverse criticism of Miss Gill's suggestion has been expressed by Pres. Mary E. Woolley, of Mt. Holyoke, Miss Pres. Caroline Hazard, of Wellesley, and President Smith, of Randolph-Macon Woman's college, at Lynchburg, Va.

Cornell university has taken another step toward building up a strong department of education. Dr. Guy Montrose Whipple has been appointed lecturer to meet the increasingly evident need of an expert application of modern psychological theory to the problems of education. Dr. Whipple is a graduate of Brown university (1897) and was during 1897-8 assistant and scholar in psychology at Clark university; since 1898 he has been connected with the psychological department of Cornell university, where he received the doctor's degree in 1900, being elected a member of the society of Sigma Xi the same year. He has published several contributions to experimental psychology.

The growing tendency to provide for systematic supervision of the students' health among colleges is marked by the completion of the Stillman infirmary at Harvard. There is now in operation there a scheme of medical visitation. Janitors or porters have orders to report all cases of illness, no matter how slight, to the university physician, who in this way visits from twenty-five to forty cases a day. These calls are preliminary to further treatment which may be continued by the medical visitor free of cost to the student or may be turned over to a general practitioner at the student's option. The total number of cases visited during four years was 8,495. The medical visitor also reports each serious case to the student's family and oversees any necessary preparations for his return home or his removal to the infirmary. The building, which has been provided for the latter by Mr. James Stillman, of New York, cost \$100,000, and contains accommodations for thirty patients.

According to the statistics compiled in various commercial bureaus the cost of living in the United States is much higher than ever before. On Nov. 1 of the current year an estimate based upon quotations on 350 articles in common use showed the amount per annum to be \$97.74 for each person. The same method applied to the ruling prices July 1, 1897, gives the yearly cost at \$72.45.

A special commission has been created by the French government with a view to looking into the organization of American trusts. The commission is to visit all the industrial centers of the United States and to determine if possible what relation is borne by the trust to the commercial progress of this country. It is proposed, according to the statement of M. Lazare Weiller, councillor of foreign commerce, to establish an industrial school in this country at some such point as Pittsburg, for the use of French students of industrial problems. The French government has considered the suggestion of sending commercial students also, but is disposed before doing so to await the result of the industrial experiment.



## Looking After Truants.

The truant problem is a most difficult one in large cities. The plan in force in the boroughs of Manhattan and the Bronx is simple and on the whole effective. The applications of it vary somewhat in different schools, but, generally speaking, the procedure is uniform. Dr. Joseph S. Taylor, whose articles on "Class Management" in recent numbers of THE SCHOOL JOURNAL have been widely read and highly commended, has organized this part of his administrative responsibility in a way that has greatly reduced absences and tardiness in his school. As his plan is typical of the practice of the best New York city schools it is given here somewhat in detail.

Every school in the city is provided with a truant book which is divided into columns. At the top of each column are written. Date, name of truant, age, residence. On the opposite page are: Date, return of truant to school, remarks.

When a pupil has been absent from school he brings an excuse which is read by the principal's clerk.

If a pupil is absent for a day or more and the teacher is unable to find a reason, a postal card, with the blanks filled out, is sent to the parent or guardian, as follows:

Public School.....  
New York.....190

"Your.....has been absent.....days this.....  
Please let me know the cause and much oblige,  
Yours truly,

Principal.

If this postal meets with no response the boy's name goes onto the truant book.

A boy appointed by Dr. Taylor looks over the list every day, and takes the names of those who are still unaccounted for. A visit to the various class-rooms brings out the fact that one or two have returned. This report is credited in the truant book and the cases are declared closed. But several are still unaccounted for. Their names are given to the truant officer who calls every other day, perhaps, and he at once visits the residences for light on the absentees. Sometimes he gets unsatisfactory replies from mothers who are keeping their children out to help in large families, but usually the visits result in a return of the boy, when the teacher is given a voucher and the case is closed.

Every delinquent and deficient boy who absents himself from school has a card made out against him. It bears the words: Name, Age, Father's Name, Address, Date, Class, Teacher, Offence, Punishment, Who Called. These are kept in a file. If a boy gets a bunch of these cards against him the proof of his incorrigibility is complete and he may be committed to the truant school, to the Juvenile Asylum or a Catholic institution.

A boy may, during his entire career, have but one card, and his transgression may be due to local conditions, as a change of teachers, a substitute teacher, etc. Such being the case the record is never used against him.

These cards are a powerful disciplinary aid. When a boy seeks a position he naturally refers to his principal. Dr. Taylor remembers him as one who made trouble while in school. He turns to his file and finds several cards against the boy's name. There stands the wretched record and only one thing can be done, refuse a recommendation. It is a sorry day when a boy's name goes on to the black list.

Some of the truant officer's reasons for absence are: Moved, gone to work, sick (very), will return in three days, gone to parochial school.

While the truant system is an invaluable disciplinary aid in all the schools Dr. Taylor has developed its usefulness farther than many of the principals. He recognizes the fact that boys must have a stimulus and the creation of a truant recording office has given the industrious ones an opportunity to do their little part in making the wheels of a system run smoothly. A greater

interest in perfecting the attendance is awakened, and the difficulties encountered by principals and teachers from truants come home with greater force to their young minds.

## A Rural School Board.

Educators who have had experiences with all-knowing school directors will appreciate this delicious bit from Mr. Charles Heber Clark's new novel, "Captain Bluit":

"I should like," said Director Robinson, "to ask what is this metric system that I find some of the children trying to learn?"

The principal explained the metric system.

"Nothing to do with hymns, with long metre and short metre and hallelujah metres?" asked Director Robinson, who sang in the Baptist choir.

The principal said it had not.

"Did I understand you to say," inquired Mr. Matlack, "that the system came from France?"

"Yes," responded the principal.

"There's another queer move," said Mr. Matlack, with strong emphasis. "You start in with an Italian poet, Dant, and then you fetch along a French system with names nobody can understand, and after a while I reckon you'll be flying the British flag in the front yard and singing God Save the Queen. There's a good deal too much foreign influence. This country's good enough for me. I'm an American and this is an American school. I say fly the American flag and sing American songs, and have American systems and shove the foreigners out. We can run our own business. Why don't you get a bust of General Washington?"

Director Ferguson asked if he might be permitted to interrogate the principal, and having obtained permission he asked: "Don't you think we are going just a little too fast?"

"In what particular?" inquired the principal.

"Well, in putting in this metric system, just at this time, for example."

"I think myself," interposed the president, "that the movement is somewhat premature."

"And then," continued Director Ferguson, "I found my boy last night rassing with algebra and nearly crying over it. I told him to drop it, and I'd have it dropped in the school if I run the school. I never knowed no algebra and I'll be satisfied if my boy makes out as well as I did."

The principal attempted briefly to indicate the nature and purposes of algebra.

"That's all very well, Mr. Brown," said Director Ferguson. "It's your business, of course, to care for such things, but we're practical people, with no nonsense about us. Figgers is for figgerin', and letters is for letterin'. There's no use of tryin' to figger with letters while there's plenty of figgers to figger with. Now is there?"

"You see"—began the principal.

"I don't care to argue about it," said Mr. Ferguson, interrupting him, "but the fact is you can't any more subtract 'a from 'b, like my boy was tryin' to do last night than you can subtract the dinner-bell from the poker. It ain't in the nature of things."

The principal did not reply.

"My boy, also, says," continued Mr. Ferguson, "that his teacher won't allow him to say knowed. Why not?"

"Knowed?" asked the principal. "K-n-o-w-e-d?"

"Yes, knowed. He says the teacher tried to make him say knew."

"Of course," said the principal. "Know, knew. That's right, there is no such word as knowed."

"I guess there is," answered Director Ferguson, with a scornful laugh.

"I guess so, too," echoed Mr. Matlack, "and it's a good deal better to say knowed than to be putting Dant (Dante) up on the shelf and bringing the children's minds under European influences."

"Knowed is not good English," said the principal.

"Maybe not," said Mr. Matlack, "but it's good American and that's the best there is."

"You say mowed," asked Mr. Ferguson, "and rowed, and show, showed, and stow, stowed, and glow, glowed, don't you?"

"Yes."

"Very well then, you say know, knowed, and grow, growed, and hoe, hoed."

And Director Ferguson tipped back his chair and looked around him like a man who has just won a great victory.



### Life in Samoa.

Samoa consists of three large islands Savaii, Upolu, and Tutuila, lying about half way between New Zealand and the Sandwich Islands; also five small islands; the inhabitants number about 40,000; they were visited by the French in 1768. In 1830 missionaries from London made a settlement and found the inhabitants gentle and peaceable.

Upolu is the most important island; it has mountains 3,000 feet high; among these, many centuries ago, were three volcanoes; the old craters of these are now filled with water making lakes of great depth and exceeding beauty. The foliage is wonderfully luxuriant.

The seat of government Apia is on this island; it is on a bay of the same name; in front is a semi-circular reef made by the ever busy coral insect. The houses of foreigners are built of red wood brought from California; the missions have built houses of coral blocks cut from the reefs; the natives build huts by putting posts in the ground and enclosing and thatching with leaves.

The island of Tutuila is about forty miles east of Upolu; on this the United States has a coaling station at Pago-Pago; the harbor is most magnificent; it has mountains on one side and a perpendicular rock 1,500 feet high on the other so that it is a noted refuge in hurricanes.

The cocoanut, bread fruit, taro, and banana are the principal fruits and furnish the daily food of the Samoans, the cocoanut being of the most importance; cocoanuts are planted every year so that the fruit shall abound. The fruit ripens all the year, and not at one particular time as apples, for example, with us. A native picks up and breaks it open, drinks the milk, eats the tender meat and is satisfied; he may make his next meal in the same way.

The bread fruit when ripe on the tree looks like an immense, rough-skinned orange six inches in diameter; it is roasted and is then not a bad substitute for bread.

The taro is a tuber with many varieties; it sometimes grows to be fifteen inches long and six in diameter; it is the potato of that country.

The natives vary in color from a dark brown to a light copper. The hair is straight, coarse, and black. It is a common custom for them to put lime on their hair to stiffen it so it will stand erect, a fashion they admire; this causes the hair to become red.

The natives are very hospitable; in every village is a guest house for the reception and entertainment of visitors. A visitor is at once conducted to this house, and the chief makes it his duty to see that he is cared for. The people being notified bring articles of food; their voices will be heard in song as they approach. Fruits, fish, and sucking pigs are brought and placed at the feet of the leader of the party; often enough of these is brought to last for several days.

One of the ceremonies is the making of kava, a root belonging to the pepper family of plants. The maid of most social importance, with others as her attendants, brings roots, a kava bowl, a cocoanut cup, and a strainer. After carefully washing out her mouth in the presence of all assembled, she seats herself and begins to chew the pieces of kava root handed her by her attendants; when her mouth is full she ejects it into her hand and places it in the bowl. Thus she continues until all the root has been ground up. Then she washes her hands carefully and proceeds to mix the product; she takes out undissolved portions and puts them in the strainer and presses and wrings them until only a thick, creamy liquid appears in the bowl.

This being observed by the attendants they clap their hands to indicate that serving is next in order. The chief announces in a loud voice: "Ah, have kava! Let it be served." The maid rises, fills the cup and stands with her arm raised, awaiting further directions. The chief decides who is to have the first cup, and either calls the name or says, "Give to our guest," and points; the maid presents the cup in a most graceful manner.

After the contents are drunk the cup is handed back with a gracious acknowledgment and it is again filled; another name is called and another guest is served.

The women are not allowed to drink kava; it does not produce intoxication, but a mental exhilaration; too much of it paralyzes the legs for a time. The great industry next to fishing, cultivating fruit, and gathering copra, is the making of tapa, or cloth, from the inner bark of the mulberry tree. Pieces of the bark are pasted together until a surface often 100 feet long and 20 feet wide is produced; this is then colored in various ways; and from it garments are cut.

A yard square worn about the loins called a "lava-lava" was all the clothing formerly worn. Now they buy cotton cloth and the women wear gowns and the men trousers, but they do not like much clothing. They make mats of cocoanut leaves which form the sides and floor of the house; the roof is thatched with cocoanut leaves. They are communistic; if one chooses he feels at liberty to live with another of his family or clan, and no objection is heard.



### City History in Schools.

The City History Club of New York has during the fall extended its field of work among the public schools. This society was organized in 1896 for the avowed purpose of awakening civic patriotism thru the study of local city history and tradition. The plan of operation involved the formation of clubs or classes in various localities, each class to work as a unit and to be supplied by the parent club with working material in the shape of literature and lantern slides. The central body also assumed the direction of the lecture system and the supervision of the excursions to points of historical interest which are a part of the working plan of the organization.

Special attention has been given to the study from the standpoint of practical observation of the fundamental principles of municipal government. The administration, for example, of various city departments has been analyzed from time to time with the idea of teaching pupils that the city belongs to the citizens. The society has ignored partisanship in politics, but has worked to inculcate ideals of civil service reform and non-partisanship in municipal affairs.

Instruction is given by both volunteer and paid teachers, who are prepared in the Club's normal classes for their special work under the guidance of an instruction committee. These teachers and lecturers are aided by a traveling library consisting of special works of reference. The society itself issues a great deal of literature in the form of pamphlets descriptive of regular excursions with full information upon topographical and historical points. The excursions themselves are conducted by guides who are paid from three to five dollars each time for their services. A number of teachers and college students in New York are utilized for this purpose. The excursion scheme includes visits to the museums and public buildings of the city as well as to the scenes of famous events in its history.

Prizes are offered by the president for the best essays on subjects related to the club's work, for the best club songs, and for the most acceptable written account of the excursions made. A special series of prizes is also to be offered later in the year to those clubs which have been organized in the public high schools of the greater city for lantern slide collections to be made by the students themselves from photographs taken on their various trips. The club itself furnishes a lantern and slides to the branch societies or classes for a small rental.

Owing to the fact that during the past year the club has been made self-supporting, there has been some diminution in the number of active clubs or classes. The report of Dr. Frank B. Kelley, superintendent of the society, shows a registration of one hundred and

nineteen classes of which about sixty are now fully active. It is customary to give to each class a historic name and to number it in the order of its establishment.

Among the incidents of club work reported by the teachers during the past year it is stated that the little Italian girls of the Dorothea Dix class at the Italian library show the keenest interest in the details of the work. They make reports weekly in which they determine which of the streets are kept cleanest in the ward, and they have lists of the churches, libraries, and public schools of their neighborhood.

The two classes at Hartley house have long waiting lists of boys and girls recruited from the element among whom work of this kind is most needed. It has been found unnecessary in this case to resort to any other means of entertainment to uphold the membership and attendance than are involved in the club's regular program.

The following extract from the society's report gives further evidence of the results to be obtained in work among the children of the poor especially among the foreign born population to whom our laws and customs are as a sealed book:

Last year, a letter expressive of his interest in the club work while at the toms was sent from a young man in Auburn prison. The superintendent of the truant school says that the boys in the class there talk much about city history during the week. The teacher reports these boys as knowing more about the city than other boys of the same age and finds them specially receptive.

A boy at the Children's Aid School on Sullivan street did not wish to be promoted as it would mean giving up the city history class which works only in one grade there. He said, "No, I want to hear more about the great men of New York and to learn to be one myself."

Many visitors from the settlements report seeing City History club pictures and maps adorning the walls of the homes in the neighborhood and say that fathers are pressed into the service in cutting pictures from papers for further illustrations along this line. One teacher says that her scholars urge their fathers to buy higher grade newspapers, as the penny ones do not furnish good illustrative material.

A district department of the City History Club has been organized among the high schools in the five boroughs of the city. In each case these clubs are under the supervision of a local teacher, generally an instructor in history. They serve as adjuncts to the history work of these schools and are conducted thru the medium of the interscholastic newspaper of the high school system in New York, the *Bulletin* which devotes a department to their direction.

The possibilities of the further application of the society's plan to other cities are worthy of consideration. Boston, Baltimore, Philadelphia, and many other communities have a large number of precious historical associations, as well as municipal problems to be discussed. The movement for instilling in the young elevated ideals of civic obligation will be greatly forwarded by the extension of the idea.

### Three Objections to the Pump.

The conservatism of the Chinese is well known. This anecdote related by a Dominican priest who has lived in China will serve to show how difficult it is to get improvements into a Chinese village:

Last year I heard from a Protestant minister an amusing story. An heir was born to him and the villagers, seeming to join in his joy, subscribed a small chain to hang around the baby's neck. The father was deeply touched by this attention. He deliberated with his wife how best they could acknowledge it. Finally the following scheme was adopted: Knowing that the villagers drew their water from three wells, the minister called the notables and told them that to show his appreciation of their kindness he and his wife would buy a pump and

place it on the well near their house. He told them what a pump was—a sucking machine that would draw up the water without trouble, without ropes and bucket, etc. The grave representatives of the village bowed their gratitude but told him that he had better not order the "sucking machine" until they had conferred with their people.

A week later they called upon the minister with deep bows and prostrations. They had been considering the gift of the pump and would like to ask three questions.

"You see," said their spokesman, "the money collected for your baby has been subscribed by persons living all over the village. Putting in only one sucking machine will never do; the people living near the other two wells will be jealous. Would you be willing to buy three 'sucking machines' instead of one?"

The minister said his means would not allow him to do that.

"Secondly," continued the dignitary, "if you put in this machine, about twenty-five men who earn their rice by drawing the water and taking it to the houses will lose their only means of living. Are you willing to compensate them, or at least find them other positions?"

The reverend man answered that he could not.

"Finally, great man," the spokesman went on, "each of our wells has a genius and we fear that if you put your sucking machine into a well the genius will be frightened and will leave the well to dry up. Can you furnish a new genius in case the old one leaves?"

As the minister could not meet this requisition the committee retired with profound prostrations and reverences.

### Dr. Andrews Welcomed by Little Rhody.

The appearance of Chancellor E. Benjamin Andrews, of the University of Nebraska, at the Rhode Island Institute of Instruction, brought out a host of his admirers. When president of Brown he was very popular personally as the reception he met upon this, his first public reappearance, indicated. The college men greeted their "Bennie" in a way that left no doubt as to their feelings toward him. Dr. Andrews spoke upon "The Problems of Greater America." A large part of it was devoted to a new exposition of the Monroe doctrine, which Dr. Andrews believes in, but not in the old sense:

Progress in some of the countries of South and Central America is too slow, and Europe is right in wanting to step in. The American policy should be to step in first, not by force of arms, but by extension of the sphere of influence. The public money chests should be opened, if necessary, since this extension will be a good investment.

The United States should also look to its fences along the Pacific ocean. The altered position of Russia in Asia makes it needful that in case of any trouble the Western coast of this country is well defended. True, Russia is our friend. But even friends fall out sometimes.

A summary of the address of Dr. Andrews appeared in THE SCHOOL JOURNAL last week.

Bishop Potter has criticised the government because of its attitude towards Indian children who are under the instruction of church societies. The rule of the department deprives Indians who attend mission schools of the rations which are issued to their elders. The bishop says that in this way the little Indians are "punished for going to school." These children are under the care of good men and women. They are being taught in the spirit as well as in the customs of civilization. Every influence tending towards the rehabilitation of the race should receive encouragement. Altho the government cannot support sectarian schools for the Indians, it can certainly be asked to extend its assistance to the pupils in attendance.



## Letters.

### Cooking vs. Education.

Some months ago I met two teachers of your city and had occasion to speak of the value of attending the convention to assemble at Detroit, and was met by the chilling reply, "We do not attend associations." To other remarks of mine came the reply, "All these things that are said so glibly do not help on education; it remains the same; it is as hard for a child to learn to read as it used to be; every year we hear of the waste of time on arithmetic; no better ways have been discovered."

I must confess I was staggered with the nature and spirit of these remarks. I knew there was an "old foggy" element, but I had always noticed that it did not proclaim itself quite so openly. These teachers had come so decidedly to the positions they held that they stated their case as clearly as Thomas Jefferson did his in the Declaration of Independence. They evidently believed what they said.

Of course I did not attempt to controvert their opinions; I have long since given up the effort of changing a person's belief. If he is a Protestant or a Catholic, or if he even belongs to the Protestant sects I know the futility of argument. The Buddhists cannot be converted by showing how much more reasonable Christianity is, for Buddhism suits them—fills the aching void.

But lately I took up a copy of a popular ladies' magazine and finding two pages devoted to cooking—telling how to cook rice and potatoes, to make bread, coffee, and even tea—I could not resist marking the pages with a blue pencil and sending it with a note which said: "The world seems to believe something valuable may be said about cooking if not about education." This I thought a pretty neat thing.

I send the above statement to you and ask if there is a large class of persons engaged in school-room work who do not really believe in it? I am somewhat acquainted in your city, and having thought upon the matter would like to know what proportion of the teachers are educators, meaning by that those who give time, thought, and study to know the principles and history of the art they practice.

I apply to THE JOURNAL, for that paper has been a beacon light for me for many years; it seems to me, very happily, too, to divide all teachers into two classes, those that see and feel there is an educational philosophy as well as practice and who strive to get hold of that philosophy; those who settle down to the mechanics of the school-room form another class, but this class does not form so large a proportion as formerly.

When up in Vermont last summer I visited an old clergyman who had been settled in the village for forty years. When Sunday morning came he went to a closet and took up a bundle labeled "Sermons preached in 1873," and drew out one and remarked, "I could not state the matter any better to-day than I did then." I felt sorry for that congregation, and yet he was such a good man!

G. BRADFORD KEYES.

Trenton.

### Two Schools of Teachers.

One cannot but feel, if he does not see, the division line that separates the teacher's profession into two classes. We read THE JOURNAL with great interest, as it shows that there is thinking done by teachers. It was not so long ago that the teacher absolutely refused to think. Why should he? Why should he know the thoughts of any other person concerning teaching? Was not the entire business one of making children learn to read, write, and cipher?

It seems to me that about the first gun fired was Bishop Huntington's "Unconscious Tuition." There were those who said the book contained fine writing, but

nothing practical. I had a visitor, one day, who watched all I did, and when I had a spelling class write the words named he rubbed his hands, saying, "I thought I should learn something." His whole attention was given to learn some new way—he was a man of devices. Again, I have heard teachers at a convention say when a man read a paper, "That is all well enough, but he cannot teach any better than the rest of us."

Now it appears to me that those who think concerning education are listened to most attentively; and I think the reading and thinking ones do the best teaching; I prophesy that the routinists are bound to go to the wall. Here at the extreme West this class is yet in the majority. John Swett's book represents a small, select class, but one that is growing steadily. The migration of your normal graduates helps swell the movement; but the county and city superintendents in most cases are rather opposed to the newer school of teaching.

WAKEFIELD OTIS.

San Francisco.

### Whispering.

Every teacher realizes the fact that whispering cannot be wholly abolished.

Every teacher also knows that it is desirable to reduce the amount of whispering to the minimum.

Whispering is a habit which pupils persist in till they see in it a fancied necessity, and resent interference as an attempt to take away an established right. To meet this condition the following is the most successful plan which my experience has developed.

Say to the pupils that in nine cases out of ten whispering is not a necessity.

The tenth case is recognized as a necessity. When a pupil suddenly needs a knife or a pencil; when a pupil has been absent a day and came too late to learn a day's lessons before school was called;—these and other similar cases are occasions when whispering among pupils causes less disturbance than the teacher's interference.

State to the pupils that such conversation may be conducted at any time, if done quietly, and without leaving the seat.

If pupils must leave seats, a raised hand will secure the nod of permission at any time. Let the request to speak be the only one asked or granted when a class is on the floor, and let this be answered by a nod only.

At the close of every quarter day call upon pupils to raise hands if they have broken the rule by whispering unnecessarily, or of leaving seats without permission. Those who have done so, and acknowledge it, are given a light punishment. Those who do not acknowledge this should be given a severe punishment.

This plan is an incentive to honesty as well as for less whispering. It will eventually lead the pupils to self-government, which is far better than direct teacher government.

C. L. C.

Michigan.

### The Graduates.

One of the features in the political campaign just closed in New York city is the attempt to rouse the voters from moral indifference. We think this country is so great that we do not behold the evil that is abroad. Last week a young man who had been a pupil was arrested in a gambling den. Now evil will exist, but the evil that besets our young men and women as they leave the public schools is helped on by politics; in other words, our much vaunted government helps to demoralize them. While we cannot enter into politics we can do a great deal to aid the graduates of our schools. I think a "Post Graduate Association" should exist and the graduates be looked after for two or three years. I favor the opening of the school buildings for them one night in a week.

R. J. I.



### Massachusetts State Association.

President Carroll in his opening address referred to the meeting held at Worcester eleven years since at which President Eliot and Dr. Draper were among the speakers. The subject at the meeting in 1890 was the enrichment of the grammar school course. Comparison was made by President Carroll showing how thoroly the ideas advanced then had been carried out since.

Quoting as his subject a sentence from Dickens, "Do justice and honor to the nature of a child," Supt. James L. Hughes, of Toronto, said in part:

The child is a transformer. He does things and his love of doing is the great thing in his life. He may not conform with our ideas, and that is why we say he likes to do wrong better than to do right. We have erred when we thought the child likes to do wrong better than to do right. The fact is that we have not given him the right things to do with. I would rather have my boy work at the wrong thing if I could not give him the right thing to do, in order that he might have the powers and the inclination to work. The great weakness of the race is that it lacks this power to work.

We need to learn the lesson that the child loves to do things. He can be taught to be constructive easier than to be destructive. The best thing you can do for children at Christmas is to give them something to make, no matter what. It is the doing that is the value.

Continuing, Mr. Hughes presented a strong plea for the freedom of the child. In a forceful manner, he de-



SUPT. C. F. CARROLL, of Worcester.

President of the Massachusetts State Teachers' Association, 1901.

fended the boy from the accusations of deceit and distrustfulness. To the tyranny of unjust punishment he attributed the acquisition of these traits. He pointed to the fact that all coerced races are deceitful, illustrating his point by reference to the Hebrew children in the schools of Toronto, who, it was claimed, were obedient only when watched. The close of this address was marked by a plea for the up-building of the child's spiritual life.

Secretary Frank A. Hill, of the state board of education, spoke on "The Seven Lamps of Education," of which a brief summary appeared in a recent number of THE SCHOOL JOURNAL. Mr. Luther Gulick, of Pratt institute, gave a talk on "Some Differences in the Moral Development and Education of Boys and Girls," which was in the main an attempt at analysis of the racial origin of contrast between masculine and feminine altruism. By statistics he tried to prove that fewer women commit crimes against society than men by a proportion of 12 to 1. The claim was advanced that this fact was due to the home interest of the former, and to the condition by which society demanded more of them than of the latter. After presenting diagrams to elucidate his meaning, Mr. Gulick concluded as follows:

"Men have had to work together to get along; women have not. They have been at home and have been sep-

arated from others. We will observe man's altruism is related to other men and woman's to children. Man will give more readily for a general object, and women for something definite. In teaching children we must remember these two lines of development. Boys cannot be taught the feminine virtues until they have learned the basic virtues of man.

The order of the sessions was considerably deranged owing to a misunderstanding which left the building unheated until late in the day. On this account the grammar and high school sections were unable to hold their meetings until a time when the interference of the general meeting in the main hall reduced the attendance upon both sections to a marked extent.

In his address before the primary section, Supt. Benjamin F. Gregory, of Trenton, advocated greater freedom for children in elementary schools from the old style of semi-military discipline. Basing his argument upon the principle of Froebel that each child has his own possibilities and that the purpose of education is to make him conscious of them, the speaker asserted that the thing to be done was to make the child conscious of his powers rather than of his weaknesses. The two thoughts in Froebel's philosophy upon which everything depends are self-activity and self-reservation. In order that there may be moral training there must be freedom to do wrong. The speaker pointed out the lack of individual motive in the average product of the discipline system and declared that the moral inertness and the prevailing incompetency of such product was due to early interference in the way of restraint.

At the close of this address a paper was presented by Miss Frances Newton, formerly of the Chicago training school, showing how Froebel stood for the observance of laws by children. Miss Newton's argument was based upon the contention that law and freedom are inseparable.

Mr. Bailey treating of "Artistic Manual Training," argued for the exaction of an element of art in all work done with the hands.

Supt. George E. Gay, of Malden, explained why so many pupils leave the high schools without graduating. During the course of his remarks he said: I have sent out circulars to pupils who have left the high school without graduating to find their reasons for so doing and to the principals of high schools. I received in all replies from 1,436 boys and girls in 44 cities and towns in Massachusetts. This is the result: Ill health caused 23 per cent. to drop out; 34 per cent. was due to the services of the children being required by their families. Loss of interest and distaste for school life was responsible for 36 per cent. of the dropping out. Seven per cent. left to attend other schools.

The results of this investigation show that one out of every ten leaves school on account of impaired health. No account was taken in the record of those who leave for other reasons, with health more or less broken or of the girl graduates who struggle thru the ceremonies of diploma-giving, to return to their homes condemned to invalidism for life.

A satisfactory study of the question should include several thousand reports, should distinguish between boys and girls, between large high schools and small ones, between manufacturing and residential cities, and should include many particulars which I have omitted. The letters of the principals give a most emphatic negative to the idea that they wish to squeeze pupils out of their schools or prevent them from entering.

Superintendent Gay referred to the exacting nature of some school duties, and recommended a law to exclude from high schools all who begin to show signs of breaking down under the strain of work.

The grammar school section listened to Supt. George I. Aldrich, of Brookline, on mathematics.

The following officers were elected for the new year: President, Lincoln Owen, Boston; vice-presidents, William C. Bates, Fall River, Gertrude Edmund, Lowell; secretary, Randall J. Condon, Everett; assistant secre-

taries, Dora Williams, Boston, Rebecca Jones, Springfield; treasurer, Seth Sears, Boston; councilors for four years, A. K. Whitcomb, Lowell, Frederick Vermille, Worcester, Thomas M. Balliet, Springfield.

A report of Dr. Balliet's address will be given in a later number.

## The Middle States Association.

### Uniformity in College Entrance Requirements.

(Continued from last week.)

Acting President Nicholas Murray Butler, of Columbia, described the work accomplished by the committee on uniform examinations for admission to colleges. Notes of the practical development of the idea have appeared from time to time in THE SCHOOL JOURNAL. Dr. Butler in his address gave this summary of results achieved under the plan of uniform examinations:

First.—The principle of co-operation between colleges is established and illustrated by the work of the board. This principle is of the greatest value and is substituted for the state of suspicion, distrust, and illegitimate rivalry which it has so largely displaced. Colleges are agreeing to regard themselves as allies in the struggle for an ideal, and not competitors in a contest for "business." The old point of view was as futile as it was low. No college could permanently increase its influence and broaden its constituency by regarding itself as the enemy of its fellows and neglecting its duty to education as a whole.

Second.—Stability in the definitions of subjects in which college admission examinations are held is assured. The definitions adopted were not arbitrarily chosen, but were based upon the detailed recommendations, made after long consideration, by committees of such representative bodies of scholars as compose the American Philological Association, the American Historical Association, the Modern Language Association, and others. These definitions will not be altered every year or two, and the work of the schools thus thrown into confusion, at the whim of an individual or even of an entire faculty. They will only be altered by co-operative action. This promotes confidence on the part of the schools.

Third.—The schools as well as the colleges are brought into co-operation at a point in which each is vitally interested. One of the most striking results of the year's experience is the great value of the services of the secondary school representatives upon the board itself, among the examiners who wrote the several question papers, and among the readers who rated the answer-books.

Fourth.—The uniform standards of rating the answer-books and the methods adopted to administer those standards, enable one to speak with some confidence of the relative success of the schools in teaching various subjects. The examinations of 1901 seem to show that mathematics is the subject best taught in the schools. The teaching of English is improving, but leaves much to be desired. French appears to be not so efficiently taught as German, and chemistry is five years behind physics as a school study. Latin and Greek are, on the whole, well taught. In American history many candidates did wretchedly, probably because this subject is neglected in secondary schools and too much reliance placed upon the smattering given in the elementary school course.

At the close of his address Professor Butler explained that the board of which he is the secretary would gladly omit from its title the words "of the Middle States and Maryland" if any New England colleges should accept an invitation to join the board. The New England Association of Colleges and Preparatory Schools could then be invited to choose annually five representatives of the New England secondary schools to serve upon the college

entrance examination board. The examinations of 1902 under the present board will begin on Monday, June 16, and will be held at nearly one hundred different points in the United States and in Europe. It is expected that the number of candidates will exceed 1,500. The number examined in 1901 was 973.

### Freedom of Speech in Universities.

#### The Rights of Donors.

Editor St. Clair McKelway, of *The Brooklyn Eagle* and a member of the state board of regents, spoke on the rights of donors in matters concerning academic freedom. He said in part:

The peril from private donations in education comes from the fact or apprehension of the overshadowing commercial influence of the power of interested money on boards of trustees.

An incidental object of colleges and fitting schools is the impartation of knowledge which continually increases and often changes under the discoveries of science, the denotements of history and the tests of experience over large durations of time. But the primary purpose of colleges is the making of character, and that requires the preservation of ideals. The basis of money making is business. The received measurement of business is success. Success stands for business. Education stands for character. Character stands for ideals. Transfer to donations the quality preservative of ideals, and the standards of donations and those of education will be made identical. But let success and not ideals be held up to ingenuous youth and colleges will lose their best traditions and sacrifice their highest glory.

Dollars have disabilities as well as abilities. If unclear in their origin, the stain is not washed away by giving them to religion or to learning. If given with a purpose to pervert them to propagandism, they put the recipients under bonds to the donors, and make the pupils or presidents or professors the victims of both. The gifts of God are not to be purchased with money. The rights of men are not to be sold for it.

Wealth should be unable to buy what cannot be expressed in its own terms—friendship, respect, degrees, trusteeships, appointments, dismissals, or the like. All debasing or hampering donations should be rejected. College trustees should be held accountable by public opinion for the source, spirit, motive, and natural intentment and effect of every donation they accept or reject.

Colleges must prefer to be poor and right and free rather than rich and wrong and enslaved. Trustees must take the long view and not the short view of duty and of principles, and would do well every day to pray not to be led into temptation by plutocracy.

A great deal has been said on the other side of this suggestive question. We can grant that the temper of teachers is not always tactful or practical. But it cannot be maintained that teachers as a class are not learned, honorable, zealous for truth, incorruptible, and disinterested. We may admit that here and there crafty, cranky, designing professors have unjustly charged trustees or their brethren of the faculties or donors with oppression in order to make sympathy for themselves and to screen their own offences. But public opinion has been as just to condemn false accusations as it has been slow to believe the sophistries, expedients or devices put forth against true charges. Public opinion is sound. It is sound largely because our colleges and universities are genuine at the core and will remain so.

Let us try to be judicially just to donors and donees. But let our greatest solicitude be for ingenuous youth, for they will be the makers or the unmakers of our country in the future, and we will be the makers or unmakers of them now, according to whether we ring true or false to ideals in our own deeds and words.

Catarrh, an excessive secretion from an inflamed mucous membrane, is radically and permanently cured by Hood's Sarsaparilla.

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## The Educational Outlook.

### The Failure of Indian Education.

In his annual report for 1901 Mr. W. A. Jones, United States commissioner of Indian affairs, states that, taken as a whole, the present system of Indian education is practically a failure, and is not calculated to produce the results which ought to be attained. Commissioner Jones refers to the fact that more than \$45,000,000 have already been expended for the education of 20,000 Indian boys and girls, many of whom drop back into barbarism once the influence of actual school attendance is removed. He admits that his report in this respect will occasion considerable surprise, but declares that the facts adduced will convince even the most sceptical that he is correct.

In 113 boarding schools are gathered pupils ranging from five to twenty-one years of age. The youth are taken from the cabin, the wicking, and the tepee. They have been chosen not on account of any particular mental fitness or other merit of their own, but solely because they have Indian blood in their veins.

The Indian youth, on entering school, the report continues, finds himself at once, as if by magic, translated from a state of poverty to one of affluence. He is well fed and clothed and lodged. Books and all the accessories of learning are given him and teachers provided to instruct him. Matrons wait on him while he is well, and physicians and nurses attend him when he is sick. A steam laundry does his washing, and the latest modern appliances do his cooking. A library affords him relaxation for his leisure hours, athletic sports and the gymnasium furnish him exercise and recreation, while music entertains him in the evening. He has hot and cold baths and steam heat and electric light, and all the modern conveniences. All of the necessities of life are given him and many of the luxuries. All of this without money and without price or the contribution of a single effort of his own or of his people.

Here he remains until his education is finished, when he is returned to his home—which by contrast must seem squalid indeed—and left to make his way against the ignorance and bigotry of his tribe. Is it any wonder he fails? Is it surprising if he lapses into barbarism? Not having earned his education it is not appreciated; having made no sacrifice to obtain it, it is not valued. It is looked upon as a right and not as a privilege; it is accepted as a favor to the government and not to the recipient; and the almost inevitable tendency is to encourage dependence, foster pride and create a spirit of arrogance and selfishness.

It is not denied that some good flows from this system. It would be singular if there did not, after all the effort that has been made and the money that has been lavished. In the last twenty years fully \$45,000,000 have been spent by the government alone for the education of Indian pupils, and it is a liberal estimate to put the number of those so educated at not over 20,000. If the present rate is continued for another twenty years it will take over \$70,000,000 more.

What, then, shall be done? And this inquiry brings into prominence at once the whole Indian question. It may be well first to take a glance at what has been done. For about a generation the government has been taking a very active interest in the welfare of the Indian. In that time he has been located on reservations and fed and clothed; he has been supplied lavishly with utensils and means to earn his living, with materials for his dwelling and articles to furnish it; his children have been educated and money has been paid him; farmers and mechanics have been supplied him, and he has received aid in a multitude of different ways. In the last thirty-three years over \$240,000,000 have

been spent upon an Indian population not exceeding 180,000, enough, if equitably divided, to build each one a house suitable to his condition and furnish it thruout; to fence his land and build him a barn; to buy him a wagon and team and harness; to furnish him plows and the other implements necessary to cultivate the ground, and to give him something besides to embellish and beautify his home.

What is his condition to-day? He is still on his reservation; he is still being fed; his children are still being educated and money is still being paid him; he is still dependent upon the government for existence; mechanics wait on him and farmers still aid him; he is little, if any, nearer the goal of independence than he was thirty years ago, and if the present policy is continued he will get little, if any, nearer in thirty years to come. It is not denied that under this, as under the school system, there has been some progress, but it has not been commensurate with the money spent and the effort made.

It is time to make a move toward terminating the guardianship which has so long been exercised over the Indians and putting them upon an equal footing with the white men so far as their relations with the government are concerned. Under the present system the Indian ward never attains his majority. The guardianship goes on in an unbroken line from father to son, and generation after generation the Indian lives and dies a ward.

It is the function of the state to see that the Indian has the opportunity for self-support, and that he is afforded the same protection of his person and property as is given to others. That being done, he should be thrown entirely on his own resources to become a useful member of the community in which he lives, or not, according as he exerts himself or fails to make an effort. He should be located where the conditions are such that by the exercise of ordinary industry and prudence he can support himself and family. He must be made to realize that in the sweat of his face he shall eat his bread. He must be brought to recognize the dignity of labor and the importance of building and maintaining a home. He must understand that the more useful he is there, the more useful he will be to society. It is there he must find the incentive to work, and from it must come the uplifting of his race.

In the beginning of his undertaking he should have aid and instruction. Necessities of life also will doubtless have to be furnished him, for a time at least, until his labor becomes productive. More than this, so long as the Indians are wards of the general government and until they have been absorbed by and become a part of the community in which they live, day schools should be established at convenient places, where they may learn enough to transact the ordinary business of life.

But whatever the condition of the Indian may be, he should be removed from a state of dependence to one of independence. And the only way to do this is to take away these things that encourage him to lead an idle life, and, after giving him a fair start, leave him to take care of himself. To that it must come in the end, and the sooner steps are taken to bring it about the better. There will be many failures, and much suffering is inevitable in the very nature of things, for it is only by sacrifice and suffering that the heights of civilization are reached.

### Stokes Law Will Stay.

TRENTON, N. J.—A re-argument of the case of the Stokes law, declared unconstitutional a few days ago, has been applied for by Attorney General Grey. The supreme court has received a brief in which it is set forth that whereas the en-

tire act has been declared to be unconstitutional actually only a small portion of it is affected by the classification feature which was the basis of the adverse decision. The whole matter will be taken under careful advisement, and there is no doubt that the law as a whole will remain in force.

### New York State Museum.

The installation of the exhibit of mineral resources of the state lately returned from the Pan-American exposition is now in progress.

An important addition to the zoölogic division is the introduction of vivaria and aquaria containing a few New York forms. The former now show specimens of garter snakes, a green snake from Essex county, several DeKays snakes; also specimens both of the adult and young of the green frog, spotted frog, and wood frog. In the aquaria are found the common newt, a number of small fishes, sun-fish, minnows, and shiners, frog tadpoles, and several varieties of water insects.

To the collection of preserved material a number of invertebrate forms collected during the summer have been added. One of the most interesting of these is a female blue crab, the common edible form, carrying a bunch of eggs, a thing rarely observed even by professional crab fishermen, tho by no means uncommon. These eggs are exceedingly small and the number that one crab can lay at a time has been estimated at about 4,000,000. Several additions have also been made to the collection of snakes and batrachians.

An important bulletin on Aquatic insects of the Adirondacks by Dr. J. G. Needham, of Lake Forest university, has been issued. This publication of 234 pages, illustrated by thirty-six plates, gives but a portion of the results obtained at the entomologic field station, Saranac Inn, during the summer of 1901. The location proved to be an exceptionally fortunate one and a large number of relatively unknown forms were studied. This bulletin easily ranks as the most important contribution to our knowledge of aquatic insects in this state, containing as it does original descriptions of the immature stages of many species. It has been characterized by Dr. L. O. Howard, chief entomologist of the U. S. department of agriculture, as "by far the most important paper on aquatic insects which has been published in this country."

Among features of special merit may be mentioned the monographic account of larger dragon flies (Odonata-Anisoptera), the important additions to our knowledge of the Spongilla flies (Climacia and Sisyra), the excellent work on the caddice flies by Dr. Needham's assistant, Mr. Betten, and the additions to our knowledge of certain aquatic flies (Diptera). This work was started primarily for the purpose of ascertaining the food relations existing between insects and fishes, and this publication, in listing and describing the forms occurring in the Saranac region, affords a most excellent basis for future work.

### Tennessee County High Schools.

NASHVILLE, TENN.—A circular letter has been issued by State Supt. Morgan C. Fitzpatrick to the county superintendents, calling attention to the county high school law passed by the last general assembly. According to the provisions of the law a county board of education is created by each county court. Each board is to have the power to establish one or more high schools and to maintain them from funds to be designated for the purpose. Special taxes are to be levied for a fund to support the county high schools.

A teaching staff of at least three instructors is to be employed in each school. The boards will have the supervision of courses of study, which are to embrace all

the branches taught in the public schools of a lower grade and whatever high school studies may be selected by the individual boards. Separate buildings must be provided for colored and white children.

### A Model Truant School.

GRAND RAPIDS, MICH.—The truant school of this city while not a very large institution, possesses the advantage of being conducted according to methods suggested by both intelligence and experience. A special feature pursued is that of manual training. The work in this direction is performed under the supervision of Superintendent Waite, of the manual training department of the Central grammar school. The policy is followed with reference to the duration of a pupil's stay in the institution, to make it as brief as possible. A boy, for there are no girls in the school at present, can get out of the school within a term of two weeks on exemplary behavior. The pupils are induced as far as possible to forget their offenses, and a healthy interest is stimulated.

### District of Richmond.

Richmond borough is to be divided into two local school board districts. The boundary line will run from Staten island sound, up Fresh Kills creek to Richmond creek, up the latter creek to a point opposite Gifford's lane, thence in a straight line to Forest Hill road, along this road to Manor road, thence along Ocean Terrace to Little Clove road, then northerly to the Serpentine road, thence to Richmond turnpike, to Westervelt avenue, to Kill von Kull.

Schools 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 28, 31, and 33 will be on one side, schools 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, on the other.

### New England Notes.

The city is to dedicate four new high school buildings before December 6. The Dorchester building is the largest and will accommodate 1,000 pupils. The school has now 800. These schools are already occupied by the pupils, some of them having been in use for a year. Two were dedicated this week.

The seventeenth reunion of the Quincy school association was held at the Brunswick, November 18, with Mr. Alfred Bunker, master of the school, acting as toastmaster. The guest of honor was Mr. Charles F. Pidgin, the author of "Quincy Adams Sawyer," who read an original poem. Mr. Bunker spoke of the present condition of the school, and many of the former pupils gave reminiscences of their school days.

MEDFORD, MASS.—By the will of Mary F. Stearns of this town \$50,000 is given to Tufts college and equal sums to Hampton school, Berea college, and Tuskegee institute.

QUINCY.—Mr. Maurice B. Smith, of Holliston, Mass., has been elected sub-master in the high school.

LYNN, MASS.—Miss Bessie F. Nichols resigned her position as teacher in primary school No. 67, at the meeting of the school committee, Nov. 25, as did Miss Mary E. Tebbitts, of the Ingalls school. The resignations were accepted.

CAMBRIDGE, MASS.—So popular are the French lectures given at Harvard under the auspices of the Cercle Francais that it has been decided to engage an additional lecturer this year. M. Hugues Le Roux, as already announced, will cover the subject of the contemporaneous novel in a series of eight lectures. He will be followed by Professor Leopold Mabilleau, corresponding member of the Institute of France and director of the Nourse Social of Paris. M. Mabilleau will take as his general subject "Le Prevoyance Sociale en France." The lectures will be delivered in Sander's Theater, Cambridge, on February 17, 19, 21 and 24.

## In and Around New York City.

An address by President Taylor, of Vassar, on the subject, The Place of Pedagogy in the Training of a Teacher, is provided for the next meeting of the New York Schoolmasters' Club. The meeting will be held Saturday evening, Dec. 14, at the St. Denis. The hour is 6 P. M.

The meeting of the Educational Council will be held, Saturday, Dec. 14, at 10.30 A. M., in law room No. 1, New York university building, Washington square. Principal Scudder, of New Paltz, Superintendent Gorton, of the Yonkers schools, Commissioner Cooley, of Glen Cove, and Principal Larkins, of Manual Training high school, Brooklyn, will speak.

### Teachers' Salaries for December.

In order to guard against delay in the payment of December salaries due to change in the financial administration, Auditor H. R. M. Cook, of the board of education, has perfected a plan by which the teachers may draw their pay for the current month more promptly if possible than heretofore. The money will be distributed, as under the new charter, thru the city bureau. The auditor from the controller's office will be at the board of education building Dec. 26, and the blanks will be sent to the schools to be filled out. As all that will be necessary then will be a comparison of amounts, the teachers will receive their money early in January.

Another plan which will be suggested by Mr. Cook for future payments is to have printed pay-rolls and to allow the salary month in the matter of deductions for absence to begin and end with the twentieth, while the regular salary runs to the last day of the month. The lists will then be ready by the twenty-first and can be audited before the first of the succeeding month.

### Manhattan-Bronx School Board.

The recommendation of the board of superintendents for a new course of studies for the high schools was presented at the meeting of the Manhattan-Bronx school board on Wednesday night, Dec. 4. The projected course has five divisions: Classical, normal, and collegiate, preparatory, scientific, modern language, and commercial. During the first three years from eighteen to twenty-one hours are prescribed for each week. Certain electives in language work are allowed. During the fourth year the classical, normal, preparatory, and scientific courses will allow for from eight to twelve hours of electives.

Announcement was made that Andrew Carnegie and Abram S. Hewitt would deliver addresses at the dedication of the new high school of commerce, Dec. 14.

### Separate Districts for High Schools.

It is stated on good authority that a departure will be made from the general method of districting the public school system of New York in the case of the high schools. A number of these, notably the Wadleigh, Peter Cooper, and Dewitt Clinton schools of Manhattan and the Bronx, are distributed in widely different parts of the city. Dr. Wight's school, for example, occupies five public grammar school buildings on Grand, Twelfth, Fifty-Second, Eighty-Second, and One Hundred and Fourth streets. In accordance with the general system these various annexes would be brought under the supervision of four or possibly five different district boards. For this reason a special arrangement is to be made, particulars of which will be announced later, by which the high schools will be subject to district supervision independently of the geographical position of school districts.

### New Trustees for Columbia.

At the meeting of the board of trustees for Columbia university Dec. 1, Mr. Abram S. Hewitt, '42, and Dr. Edward Livingston Trudeau, '71, were elected trustees to fill the vacancies caused by the deaths of

Bishop Littlejohn and Dr. William H. Draper. The committee of five appointed a president to succeed Seth Low, resigned, was not yet prepared to report.

### Dedication of Horace Mann School

The dedication of the Horace Mann school, a gift of Mr. and Mrs. V. Everit Macy, to Teachers college, 120th street and Amsterdam avenue, New York city, December 5, was distinguished by appropriate exercises in the spacious auditorium. Mr. Spencer Trask, chairman of the board of trustees of Teachers college, presided. Among the prominent men and women who occupied seats on the platform were Daniel C. Gilman, ex-president of Johns Hopkins university, Bishop Potter, Dr. Nicholas Murray Butler, Mr. John Graham Brooks, of Boston, Dean Russell, Professor Cattell, Superintendent Dutton, Messrs. Newhold Morris, George Vanderbilt, James Speyer, Peter B. Olney, V. Everit Macy, Miss Julia Wohlfarth, principal of the elementary school, and Miss Runyan, principal of the kindergarten. The program consisted of music, remarks by Mr. Brooks, consecration exercises led by Bishop Potter, an address by Dr. Gilman, and remarks by Dr. Butler.

Dr. Gilman congratulated those assembled upon the evidences of municipal progress in the borough of Manhattan, and his eulogy to ex-President and Mayor-Elect Seth Low was received with applause by the audience. He referred to Teachers college as an unique institution, holding the highest rank in the nation, and being without a parallel in many ways. His tribute to the intelligence, ambitions, perseverance of the teachers was marked with the utmost sincerity. All the faculty members are specialists in their several departments, and each has trained in the best of schools at home and abroad. The various branches of the curriculum have carefully prepared courses that have been worked out by faithful, persistent, and painstaking study.

Dr. Gilman laid emphasis on the fact that the fame of Teachers college goes far beyond its walls and its city. He cited an institution in the South whose board of managers sent teachers here to consider the work done in the college, with the result that the board is now considering the advisability of recasting the course of instruction.

A short sketch of Horace Mann and his work for education was given.

It was deemed wise by the trustees when they were considering a fit name for this school to perpetuate the memory of one whose influence upon education will never be lost sight of.

While Dr. Butler was addressing the people the electric lights went out leaving the auditorium in total darkness. He happily observed that he was not afraid to talk in the dark. Just as he was giving utterance to a thought in which the word rebaptism occurred the lights were flashed on.

The new school, which is a memorial of Mrs. Josiah Macy, cost, with its equipments, nearly \$500,000, and it is probably the most complete of its kind in the world.

The prevailing tints in the auditorium are a pale green and white. The gallery is supported by pillars after the Corinthian style. The decorations back of the galleries remind one of peristyles. They are white against the green background. Stained glass windows each bearing the name of a college for girls add to the dignity and beauty of the whole. The spacious corridors are adorned with statuary, works of art, and beautiful palms, while the teachers' rooms, offices, and classrooms are equipped with every modern convenience. The ventilating, heating, and lighting are as nearly perfect as possible.

Indeed nothing is lacking in the way of material to make the work modern in every particular.



## Told in Brief.

**BALTIMORE.**—One year ago Mr. William Wyman offered a portion of his estate to the Johns Hopkins university on condition that \$1,000,000 be raised as an additional endowment. William Keyser, formerly a prominent railroad man, offered to subscribe \$200,000 of this amount, and other friends have come forward so that \$750,000 of the amount has been raised. In addition Mr. Keyser has donated sixty acres of land, F. M. Jencks twenty, and someone else eleven. This, with Mr. Wyman's gift of sixty acres makes a total of 151 acres for buildings and outdoor work. Twenty-five more acres are in view. The names of all the contributors to the fund will not be disclosed until it is complete.

It is reported from Cracow, thru a London paper, that there has been a wholesale flogging of Polish children in that city by schoolmasters because the pupils refuse to learn the catechism and prayers in German. The affair nearly caused a riot. Parents and friends of the children assembled in front of the school and violently denounced the authorities. Many persons were arrested for insulting the government officials, and were sentenced to imprisonment and chains for periods ranging from a month to two years. Polish newspapers are indignant at these outrageous sentences.

**SAVANNAH, GA.**—Prof. B. F. Allen, for seven years vice-president of Lincoln institute, the state normal and industrial college for negroes at Jefferson City, Mo., has accepted a call to the chair of English and pedagogy in the Georgia state industrial college, this city. The appointment is a popular one, for Professor Allen is a native of Savannah and well known thruout the state.

The resignation of J. G. Sims, class of '02, Princeton, from the team which will debate with Yale, December 6, has caused considerable discussion among the undergraduates of Princeton college. Mr. Sims offered as his reason for resigning that he is a Southerner and feels strongly that the negro ought never to have been franchised. As his college has the affirmative side of this question he could not conscientiously debate it.

**PENDLETON, ORE.**—The convention of the Eastern Oregon State Teachers' Association was held here, November 25-27. Pres. E. B. Conklin opened the first session. An address by Annie E. Knox, of Portland, on "Pictures and their use in Schools," was followed by a talk on "Pedagogy," by S. Y. Gilman, of Milwaukee, editor of the *Western Teacher*. On the second day of the convention the principal speakers were S. Y. Gillan, "Pedagogy;" Superintendent Rigler, of the Portland schools, "Phonetics;" and W. C. Hawley, of Willamette university.

The appointment of Dr. Spahn to the chair of history at Strasburg university and the imperial telegram which accompanied it have roused widespread protest among German universities. The telegram recognized the claim of the Roman Catholics to contribute their share to the work of the teaching staff at Strasburg. The protest has taken the form of a letter addressed to the *Allgemein Zeitung* of Munich, by Theodor Mommsen. Professor Mommsen expresses regret at the thought that the appointment of a university professor should be made under such conditions as impose restrictions upon absolute liberty of investigation. A large number of professors and students in Heidelberg, Munich, and Berlin have decided to express their agreement with Professor Mommsen in the form of a letter which shall be addressed to the latter and which shall set forth the indignation of the writers at the introduction of what they term confessionalism into university appointments.

**NEWARK, N. J.**—Directors of the Green street German-English school have decided to build on property recently acquired on Coes place. The new school will be a two-story brick building, seventy-eight feet wide and fifty-eight feet deep, with all modern improvements.

**EAST LAS VEGAS, N. M.**—There have been built recently one new school-house of ten rooms with all modern conveniences; also a new four-room addition. The total cost was \$35,000.

**PRINCETON, N. J.**—A new dormitory the gift of H. A. Little, is to be built. Cost \$100,000.

**ELWOOD, IND.**—Our beautiful Central school building had a narrow escape from fire, November 22. A blaze caught from a natural gas grate, and the floor had been burning for some time when the janitor discovered the fire. By the time the fire department arrived, considerable flooring had been burned, but fortunately the trouble was discovered in time to save the building.

**SELIN'S GROVE, PA.**—The corner-stone for a ladies' dormitory for the Susquehanna university was laid last week. The cost will be \$20,000. The building is to be three stories high, 90x60 feet in dimensions.

**THROGG'S NECK, N. Y.**—Public school No. 99, closed for several days on account of a scarlet fever scare, has been re-opened. The building was thoroughly fumigated and all danger of contagion removed.

**OVERLIN, O.**—The trustees of Oberlin college have requested the people of the town to give \$5,000 toward the amount necessary to secure the Rockefeller gift of \$200,000. The amount of \$300,000 must be pledged by Jan. 1, 1902. The local board of trade has donated the money requested.

**DUBUQUE, IA.**—The annual report of State Supt. Richard Barrett shows that \$9,321,652 were expended last year on education. The school population of the state is 735,150 with an actual enrollment of 562,662. There are 28,845 teachers in the pay of the state. Free text-books have been adopted in fifty-eight districts among thirty-one counties, and in most of the cities and larger towns.

The Iowa State Teachers' Association which meets Dec. 27-30 will listen to lectures by Max O'Rell, and Inspector James L. Hughes, of Toronto. An elaborate program has been prepared. Over one hundred papers, thirty addresses and twenty reports will be presented. The Educational Council meets Dec. 26, to consider the topic, "The Sequence of Studies." President Shelton, of Simpson college, will probably be elected to succeed Prof. A. W. Stuart, the present executive of the association.

**HAZLETON, PA.**—The board of education has adopted a resolution instructing the teachers to make regular tests of the sight and hearing of the children under their care. It has been found that many of the children suffered from ailments of the eyes and ears of which their teachers were ignorant. Upon the filing of teachers' reports the board is to provide a remedy for such cases as demand further attention.

The new home of the Women's University club, at 13 East Twenty-fourth street, was opened by an informal reception, November 22. The building is a large four-story dwelling-house. The parlor floor is occupied by the large assembly room and the dining-room. The second floor contains the library and a small assembly room, while the two upper floors are devoted to sleeping rooms, eight of which are reserved for club members. The 600 members of the club are at liberty to take luncheon and dinner in the house at any time, but for dinner a previous notice must be given.

**DES MOINES, IA.**—A plan for a single session has been put into operation in the East side high school. The students are in attendance continuously from 8.30 to 12.30. Deficient pupils will be compelled to return at 2.00 P. M. and make up work. A canvass among the parents showed that 220 out of 285 favored the single session idea, and it was ascertained that the change was approved by 255 students against fifty-five who opposed it. The teachers will be present in the afternoon to assist students who may be present.

**MONTREAL, CAN.**—Prof. Robert Craik has decided to resign his place as dean of the medical faculty of McGill university, to accept a seat on the board of governors. He has been connected with McGill for more than fifty years.

**ITHACA, N. Y.**—President Schurman has announced the appointment of Dr. G. M. Whipple as lecturer in the educational department. This action marks the first expert application in the school of modern psychological methods to educational problems.

At Baltimore, Nov. 24, Mgr. Thomas J. Conaty, rector of the Catholic university at Washington, was consecrated titular bishop of Samos. The elevation of Mgr. Conaty to the Episcopal dignity comes as a recognition of his labors in behalf of Catholic education. The position is an honorary one, as the See of Samos has been extinct for many years.

**JACKSON, MISS.**—According to State Superintendent Whitfield, the negro children of this state are in a fair way to overcome the difficulty that their parents find in voting owing to the educational qualification required. The total enrollment for last year was 387,488 as against an enrollment the previous year or 359,456. Of this increase 15,978 were negro children. Of the entire number in attendance 208,346 were colored.

The average salary paid to white teachers is \$30.64 per month. The average to negro teachers is \$10.39 per month, the difference being due to the fact that few negro teachers possess first grade certificates. The year's school budget was \$1,478,432.96. The state spends more than one-half her income on her schools.

**NASHVILLE, TENN.**—The will of Mrs. Francis Furman, by which the sum of \$125,000 was bequeathed to Vanderbilt university has been confirmed. The case has been on trial for a month. The money is to be applied to the erection of a memorial building upon the campus.

**TACOMA, WASH.**—A series of lectures will be delivered before the Economic league of this city by Dr. Richard T. Ely, of Wisconsin university.

## Milwaukee Items.

**MILWAUKEE, WIS.**—A non-sectarian school is to be established in this city by the Evangelical M. E. Conference. The school will be located in a three-story brick building on Kinnickinnic avenue and will be free to all who are unable to pay tuition. Common school branches will be taught and industrial instruction will receive special attention. The school is to open Jan. 1.

An entertainment will be given by the pupils of the public schools of Milwaukee for the benefit of the McKinley Monument Fund, Dec. 21. It will take the form of a cantata, called "Columbus." More than three hundred pupils will participate in the performance.

The Wisconsin Teachers' Association has a total membership of 1326 members. The enrollment is about equally divided between the city of Milwaukee and the rest of the state. The annual proceedings of the association are published at the expense of the state by special act of legislature.

## Philadelphia and Thereabouts.

PHILADELPHIA, PA.—A resolution has been adopted requesting councils to appropriate \$30,000 for a building at the Green Lane school, Twenty-first section, "in view of the condemnation by the bureau of building inspection of the old part of the present structure as unsafe and unfit for school purposes."

Prizes of \$25, \$15, and \$10 in gold for the best essays on "Literary, artistic, and Social Life in Colonial Homes in and about Philadelphia," are offered to members of the graduating class of the high school for girls by the Pennsylvania Society of the Colonial Dames of America. The essays are to be submitted on or before February 15, 1902.

Secretary Dick presented a financial statement at a recent meeting of the committee on night schools of the board of education in which he showed that thus far this year the cost of the schools has amounted to \$11,974. The average weekly cost is about \$2,725 as against about \$4,000 a week in previous years. This great saving is due to the consolidation of schools in central locations. The average attendance in such cases has been greatly increased. Classes for Armenians have been opened in the Ludlow school-house thru the action of Mr. Hughes. Miss Elizabeth S. Higgins has been elected principal of the Mt. Vernon night school to take the place of Mrs. Martha McDonough who died early in November and who had taught in the schools for about twenty-five years.

The kindergartens are one of the safeguards in the development of the American idea of democracy," said Miss Amalie Hofer, director of the Chicago Kindergarten institution, at a recent meeting of the Mothers' Club, held in this city. "To develop the individual for the highest duties of citizenship is the keynote of the new education," was one of Miss Hofer's strongest statements. She spoke of the training given the youth in Germany in order to make them the kind of citizens the country requires.

"I believed until the death of President McKinley," she added, "that America had no standard of citizenship. But when the whole country thru the press said that the martyred president was a true American citizen, and when the people of other countries joined in mourning the loss of a typical American I no longer felt that we lack an acceptable type of American citizenship."

"The kindergarten aims to develop just this kind of citizenship, and it begins at the impressionable period in a child's life. Play is the child's highest activity; if this genius for play is incorporated into ethical acting and doing, the benefit to future generations will be incalculable."

Mrs. Mary E. Mumford spoke of the especial need of kindergartens in cities where there is a large foreign population. Mrs. Anna W. Williams, director of kindergartens, gave some account of the work in kindergarten fields in this city. The president of the Mothers' Club is Mrs. Edward Lowrey.

The golden jubilee of St. Joseph's college was celebrated during three days of last week. Among the notable persons present were Archbishop Ryan, Bishop Prendergast, M. Conaty, of Washington, and Father Villiger, who was prefect of studies in the college half a century ago.

Dr. Herman Strecker, the famous entomologist, died to-day at Reading, Pa., aged eighty-five. He has spent fifty years in gathering his magnificent collection of butterflies, numbering 200,000 specimens. In this work alone he expended \$25,000.

PHILADELPHIA, PA.—The Mervine street primary school building, twentieth section, is to be abandoned temporarily,

and pending repairs the pupil are transferred to the H. Josephine Widener school in the same section.

### New Members of Board of Education.

The board of judges appointed as members of the board of education, Dec. 2, Mr. William H. Shoemaker, to succeed the late S. B. Huey, and Mr. Harrison S. Morris, the latter being new member from the recently created forty-second ward. Mr. Shoemaker is a well known lawyer and has served a number of terms upon the common council. Mr. Morris is managing director of the Pennsylvania Academy of Fine Arts and is prominent as a writer and magazine contributor.

### Systematic Fumigation of Schools.

A resolution adopted by the committee on hygiene of the Philadelphia board of education provides for the systematic fumigation of the public schools. The details of the work will be left to Dr. Dixon who will confer with the director of public safety. The work will probably be done on Friday afternoons of each week. Formaldehyde gas will be used. Arrangement is to be made for the payment of medical inspectors.

### Compulsory Vaccination.

Owing to the alarming prevalence of smallpox in Philadelphia, 304 cases being reported for November, the board of education of that city is compelling the vaccination of the children in the public schools. Dr. Benjamin Lee, secretary of the state board of health, has given expression to an interesting statement concerning the spread of the disease. He says that smallpox spreads in winter because the intense cold preserves the virus, and because people unwisely keep their houses so tightly closed that the air is not adequately renewed. "Next to heat," he says, "fresh air is the deadliest enemy of smallpox. When the wholesome elements in the atmosphere are replaced by poisonous exhalations the effect is twofold: the general condition of the health is so impaired that the power of resistance to disease is lost and a vitiated state of the air created in which the germs thrive." Smallpox is a disease which grows no more rapidly in filth than in cleanliness, and the spread of the infection is rather more probable in circles where the compulsory vaccination laws are not enforced.

### Earl Barnes on "Child Study."

CAMDEN, N. J.—"A good authority on childhood maintains that the periods at which a boy or girl can study best are those of most rapid growth, a claim that is contrary to the theory held by many," said Prof. Earl Barnes before the Camden county teachers, Nov. 14. He further declared that vital statistics of hospitals and life insurance companies show that the most dangerous period of life is at infancy; the next at about seven years of age, and the other at seventeen. Professor Barnes also spoke, at the evening session, on "Children as Seen in their Drawings."

Other speakers at this meeting were County Superintendent Albertson, who made the address of welcome; State Superintendent Baxter, who explained the effects and benefits of the reciprocity agreement in regard to teachers' certificates just entered into by the states of Pennsylvania and New Jersey; Miss Louise Connolly, and Principal Albert, of Bloomsburg.

### Summer School at West Virginia.

The State University of West Virginia has provided for a summer term of six weeks, beginning June 23, 1902. No state funds are to be used, but the fifteen or twenty instructors who carry on the work, will depend for remuneration upon fees. In addition to the regular work outlined

## Enthusiastic Converts.

There are Thousands of them who Believe as this Woman Does.



Mrs. Ira Knowlton, of Butte, Montana, is a most enthusiastic convert to the virtues of Stuart's Dyspepsia Tablets as a cure for obstinate stomach trouble. She says: "I had poor digestion nearly all my life. It now seems to me that for years I never knew what it was to be hungry, to have a good, natural appetite."

"I was troubled with gas in stomach causing pressure on the heart with palpitation and short breath. Nearly everything I ate soured on my stomach, sometimes I had cramps in the stomach which almost resembled spasms."

"Doctors told me I had catarrh of the stomach, but their medicines would not reach it and I would still be a sufferer had I not, in sheer desperation, decided to try Stuart's Dyspepsia Tablets."

"I knew they were an advertised remedy and I didn't believe anything I read about them as I had no confidence in advertised remedies, but my sister living in Pittsburg wrote me last spring, telling me how Stuart's Tablets had cured her little daughters of indigestion and loss of flesh and appetite and I hesitated no longer."

"I bought a fifty-cent box at my drug store and took two of the large tablets after each meal and found them delightful to take, being as pleasant to the taste as caramel candy. Whenever, during the day or night, I felt any pain or uneasiness in the stomach or about the heart I took one of the small tablets and in three weeks it seemed to me as if I had never known what stomach trouble was."

"I keep Stuart's Dyspepsia Tablets in the house and every member of our family uses them occasionally after a hearty meal or when any of us have a pain or ache in the digestive organs."

Mr. E. H. Davis, of Hampton, Va., says: "I have doctored five years for dyspepsia, but in two months I got more benefit from Stuart's Dyspepsia Tablets than in five years of the doctor's treatment."

Stuart's Dyspepsia Tablets is the safest as well as the simplest and most convenient remedy for any form of indigestion, catarrh of stomach, biliousness, sour stomach, bloating after meals, sympathetic heart trouble.

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in Latin, Greek, French, German, chemistry, mathematics, physics, pedagogy, English literature, law, geology, history, and music, lectures will be delivered by Dr. Emerson E. White and Dr. A. E. Winship. Both lecturers will treat of educational subjects. The work of raising funds has been conducted by E. W. Grant, the resident regent. Regular university standing will be accorded for attendance upon the summer schools.

**American Invasion of Japan.**

Prof. Ely's *Socialism and Social Reform* appeared in Japan in September of this year, in a translation made by Mr. Kiyoshi Kawakami, a Japanese gentleman who is now taking a course of study at the University of Iowa. It is also interesting to note that *Pushing to the Front*, by O. S. Marden, has been adopted in many government schools in Japan as a regular text-book. There are now five different editions published in Japan by different publishers. The book is also used as a regular text-book in many of the Japanese private schools. Both books are published by T. Y. Crowell & Company.

**California Illustrated**

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**The Christmas Dinner.**

In spite of the fact that the word *dyspepsia* means literally *bad cook*, it will not be fair for many to lay the blame on the cook if they begin the Christmas Dinner with little appetite and end it with distress and nausea. It may not be fair for *any* to do that—let us hope so for the sake of the cook! The disease dyspepsia indicates a *bad stomach*, that is a weak stomach, rather than a bad cook, and for a weak stomach there is nothing else equal to Hood's Sarsaparilla. It gives the stomach vigor and tone, cures dyspepsia, creates appetite, and makes eating the pleasure it should be.

**Health Foods.**

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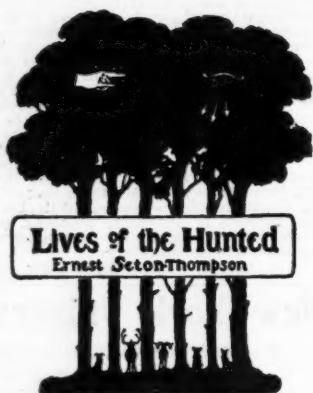
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